

The BUSINESS EDUCATION World

CONTENTS

| | | |
|-------------------------------------------------|-------------------------------|-----|
| Prognosis in Business Education | <i>E. G. Blackstone</i> | 533 |
| Rhythm and Patternism in Typewriting | <i>William R. Odell</i> | 537 |
| An Approach to Teaching Creative Letter Writing | <i>Carl Naether</i> | 544 |
| How We Teach Retail Selling | <i>George F. Bonacker</i> | 547 |
| Polylingual Reporters | <i>Margaret L. Wallace</i> | 551 |
| Comments by Our Readers | | 554 |
| Central Accounting of Extracurricular Funds | <i>Charles J. Jensen</i> | 558 |
| Required Courses for Business Students ... | <i>Blake W. Spencer</i> | 561 |
| Summary of Research in Bookkeeping..... | <i>Earl Clevenger</i> | 565 |
| The Water Supply of Los Angeles | <i>Ruth E. Baugh</i> | 568 |
| Personality of the High School Supervisor | <i>M. B. Kenwood</i> | 573 |
| Second Annual B.E.W. Project Contest..... | <i>Johnson and Briggs</i> | 576 |
| "You Shall Not" | <i>Marian W. Speelman</i> | 580 |
| Capable Teachers Plan the Arithmetic Lesson.. | <i>R. R. Rosenberg</i> | 581 |
| Consumer Education Notes | <i>Ray G. Price</i> | 589 |
| Wondering and Wandering | <i>Louis A. Leslie</i> | 591 |
| A Shortcut to Speed Building | <i>Clyde Insley Blanchard</i> | 595 |
| On the Lookout..... | <i>Archibald Alan Bowle</i> | 600 |
| "Actori Incumbit Onus Probandi" | <i>William E. Haines</i> | 604 |
| The Lamp of Experience..... | <i>Harriet P. Banker</i> | 605 |
| Motion Pictures for Business Education ... | <i>Lawrence Van Horn</i> | 607 |
| In Other Magazines | <i>Claudia Garvey</i> | 608 |
| I Take My Pen in Hand..... | | 609 |
| Your Professional Reading | <i>Jessie Graham</i> | 611 |
| Shorthand Dictation Material | <i>The Gregg Writer</i> | 613 |



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MARCH
1939



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Reality

THE better acquainted we become with the personnel responsible for carrying out the provisions of the George-Deen Act and with their far-reaching activities, the more convinced we are that their influence is going to be felt far beyond the boundaries of distributive education. Every subject in business education is going to be benefited. One need only visit the Office of Education at Washington and one or two state offices, such as Michigan and New York, to be convinced of the truth of this statement.

Never before have we had more than two full-time specialists in business education attached to the Office of Education, and they were severely handicapped by an inadequate staff. Great credit is due them for the valuable service they rendered business education, but they would be the first to agree that the needs of business education from a national point of view could hardly be more than anticipated, let alone met, by such an inadequate staff.

Today we have at Washington, housed in an appropriate suite of offices in the new Interior Building, five specialists and an efficient office staff devoting their full time to serving the needs of business education. There is every reason to believe that this staff will be enlarged in the near future.

One has only to talk with these men regarding their conferences and personal visits with business educators and businessmen throughout the forty-eight states to become convinced that this great educational movement cannot and, of course, should not be confined to one branch of business education.

Distributive education is not an educational activity of and by itself—it is part and parcel of business education. Nevertheless, we must not forget that hundreds of thousands of employed men and women in stores of all sizes and in almost every town and city of this country will be brought into close personal contact with the distributive-education program. Because of its tremendous importance to their everyday life, these men and women will have a tendency to measure all business-education activities by the standards set up in the George-Deen classes. Employers, parents of students in high schools, and school administrators as well will get a new picture of teacher qualifications, achievement standards, instructional content, and methodology.

The teacher of a distributive-education class must, first of all, be a businessman or woman able to get on and

stay on the payroll of a retail establishment. The teacher's language will be the idiom of business, the methods direct and to the point, the subject matter taken from and built around actual business experiences. The teacher's personality will be inspiring and stimulating, and the entire program will have but one objective—to train men and women to do their jobs better than they have been doing them and to prepare them for promotion.

Let every one of us, regardless of the subject we teach, get behind this movement and utilize it for the betterment of every phase of business education. Let us throw overboard all artificiality and non-essentials. Let us become a working part of the business world into which we are sending our students. Those of us who don't may soon find ourselves on the sidelines watching the procession go by.

THE BUSINESS EDUCATION WORLD

Department of Awards
270 MADISON AVENUE, NEW YORK

Last Call for Entry in the **B.E.W. ANNUAL PROJECT CONTEST** (See pages 576-577)

Caution: The blank below is for the use of only those teachers who are *not* now receiving the B. E. W. Monthly Projects.

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☐ I wish to enter my students in the B. E. W. Project Contest. Please send me entry blanks, contest material, and contest instructions immediately.

(Note: Please print or type)

Date.....

Name of Teacher (Mr., Miss, Mrs.).....

Name of School.....

School Address

City and State

THE BUSINESS EDUCATION WORLD

VOL. XIX

MARCH, 1939

No. 7

Prognosis in Business Education

E. G. BLACKSTONE, Ph.D.

THE problem of prognosis in business education has become increasingly important during the past dozen years. Almost everywhere, enrollments in business subjects have grown to such proportions that we cannot hope to find positions for all the graduates. Sometimes we try to cut down the number of graduates by increasing the rigidity of our grading, thus failing many students, and then casting the blame back on the students because of their lack of ability.

Some educators are queer enough to think that whenever a student fails, a teacher has also failed, and also to think that permitting students to enroll for courses that are too difficult for them to master is an educational crime. The excuse that we cannot predict whether or not students will succeed is not acceptable to those educators. They insist that it is possible to predict success and that it is our duty to learn how to do it. They may be correct.

They may be right, too, when they insist that there is some level of work for which every student is fitted and that we, as teachers, are responsible for positive rather than negative prognosis; that we are responsible for finding courses in which students can succeed, rather than

casting them out of courses for which they lack ability. The question is: How can it be done?



E. G. BLACKSTONE

If we but knew some way to determine in advance which students are unable to profit from instruction in a particular course because of lack of intelligence, capacity, interest, or attitude; if we could discover the courses from which they are able to profit, we should be able to contribute a great deal to human success and happiness. We could prevent the sorrow, disappointment, and loss of time of misfit students; we could save the time,

money, schoolroom space, and human effort now being futilely expended; we could avoid excess enrollments in some subjects and insufficient enrollments in other subjects. Adequate prognosis is a worthy objective, indeed, and one that should be pursued until it is achieved.

A casual scanning of my card file reveals no less than a dozen experiments with prognosis for bookkeeping, twenty for typewriting, and sixteen for stenography, as well as lesser numbers of studies for other business occupations. They range in date from 1915 to the present time. Many such studies have been made. How successful have they been?

Of the studies just mentioned, not a

single one has been sufficiently valid and reliable to enable a teacher to depend upon its findings for the selection of individual students for any single phase of business education.

All kinds of tests have been tried, including tests of intelligence, traits, motor reaction, memory, rhythm, will-temperament, and ability to solve mazes; success in other school subjects, and trade tests. Tests of mechanical intelligence, social intelligence, vision, hearing, and tactile sensitivity have been tried.

No single test or battery of tests has been successful. Furthermore, there has been a significant lack of agreement among investigators.

It may be noted, for instance, that six different studies report correlations between intelligence and success in high school book-keeping to be .12, .17, .38, .64, .66, and .68. Similarly, correlations between intelligence and various measures of typing success run the gamut, as follows:—.19, .00, .01, .08, .11, .23, .24, .42, .47, .52, .67, .81, .90, and .96.

Similar variations of a somewhat lesser extent are found between other tests and other measures of success.

It seems evident that conditions are not under proper control when such enormous variations are reported by reputable investigators. It may be that samplings are inadequate; the predictive tests are weak, unreliable, or incomplete; the measures of success are lacking in validity, or that other weaknesses are present. The inescapable conclusion is that adequate predictive tests have not yet been made available.

The test of effectiveness of a prognostic test is found in the degree of correspondence found between the test scores and later success, in a school subject or in the vocation for which training is given. This degree of correspondence is ordinarily expressed in terms of a coefficient of correlation, which may range from a negative 1.00 up through 0 to a positive 1.00. Most of the correlations reported have ranged from low negative up to as high as a positive .60, with the bulk hovering around a positive .30.

Those who have studied statistics will

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recall that these figures must be translated, for effective interpretation, into figures representing predictive efficiency, or the extent to which the prediction is better than a chance guess.

Unfortunately, a correlation of .30 does not mean 30 per cent better than chance. It is probably about 8 per cent better than chance. Similarly, a correlation of .60 is about 20 per cent better than chance, and a correlation of about .87 is required to be even 50 per cent better than chance.

Few of the correlations thus far reported have been anywhere near that high. One wonders why these attempts have been unsuccessful, and whether or not prognosis is an unattainable will-of-the-wisp.

I am not in the least pessimistic about the possibilities of prognosis. Previous studies have served as valuable and fertile sources of hints for improved procedures of the future. Our lack of success thus far has come largely from an incomplete and inadequate view of the scope and complexity of prognosis. We have thought it to be a much simpler problem than it really is.

Almost any vocation is a highly complex pattern, consisting of numerous items of knowledge to be mastered, numerous skills and techniques to be developed, and vitally important traits and attitudes. Perhaps traits and attitudes are the most significant indices of success, but thus far we have heeded them least and have been least successful in measuring them.

Most of the studies made thus far have dealt with only a single element of the complex pattern—for instance, with copying ability with the typewriter. While this may be an important element of success in typing, it is certainly only one element, and it may not be even the most important of all the elements or components required of a capa-

ble typist who is to work in a business office.

Again, the tests may have been limited to a knowledge of or the ability to learn shorthand rules, ability to take dictation at a given speed, to write the correct outlines of several hundred words, or even to take dictation and transcribe. No single one of these, and probably not even a composite of all of them, would really provide an adequate measure of stenographic success.

For instance, these tests do not reveal ability to learn to conduct telephone conversations tactfully, to meet callers courteously and effectively, or to get along with other members of the office staff. Attempting to measure success through a single test (even though the test be valid), or predicting from a single test, would be a good deal like a doctor's attempting to determine the state of a patient's health by the single test of taking his pulse. A good doctor will apply many tests.

We must recognize the fact that prognosis of any vocation is a complex pattern, made up of many elements, each of which must be tested. This calls for a careful analysis of *all* the components of a vocation and the construction of valid and reliable tests for *each element*. Few comprehensive attempts of this character have been attempted, so it is no wonder that predictions have been feeble and faulty.

The second major consideration is that of the criterion. Whenever we compare results of a predictive test, we compare it with something that is supposed to be a measure of success, a criterion. All too often, the criterion has been faulty, so that even if the tests were comprehensive and valid, the comparison would yield a spurious correlation and an incomplete prediction.

The criteria used have been, in many cases, teachers' marks or grades in the subject studied. Even if teachers' marks *were* a correct measure of the subject matter taught, they might fall far short of being accurate measures of success in a vocation. They might yield predictions of school success but not of vocational success.

For instance, the first semester's work in shorthand is generally devoted exclusively to ability to read, write, and transcribe short-

hand. Certainly these are elements of stenographic success, and important elements, but they are not the only ones. Any predictive test compared with even the most accurate of grades or tests in elementary shorthand would fail to measure the elements other than shorthand needed in successful stenographers. Even when objective tests of subject matter have been used as measures of success, they have commonly been incomplete. Many are of unknown validity and reliability, and few, if any, are comprehensive enough to measure all the significant factors of a vocation. Inevitably, then, the predictive efficiency resulting from their use has suffered.

Much time and effort may be required to achieve dependable and valid criteria, either for school-subject success or for vocational success. School marks are notoriously faulty, probably being composites of scores made on subject-matter tests, the teacher's estimate of the worth of the student's contributions to class discussions, his study habits, punctuality, appearance, personality, and other factors. It is known, too, that students who make "A" grades in subject matter may fail when they get into business jobs, so that teachers' marks are poor indices of business success. Of course, better measurement of school success would be worth a great deal. It would help to avoid misfits and failures, and that would be of great value.

All this goes to show that criteria of success are difficult to determine, but that, until accurate criteria are obtained, predictions will continue to be faulty. We must work on the problem of criteria of business success, taking into consideration estimates of success provided by office supervisors, the amount and quality of output, promotions, salary increases, and many other things, each variable and each difficult to measure. It is recommended that research be directed at this problem to a greater extent than ever before.

A third defect in our predictive efforts has been that prognostic tests have been administered to students who had already begun to study the subject. It is always possible that in the process of studying the subject matter, students will learn many of the things that the predictive tests were designed to discover *before* they started the study. It

is readily appreciated that many graduate students who have worked on problems of prediction for the purpose of producing a thesis have felt that they could not afford the time or money that would be required for a thorough study of their tests. It would be necessary that the test be given to students before they undertook the study of the subject to be predicted, and then to wait until those students had finished the course, and perhaps longer—until they had had time to get jobs and to hold them for five or ten years. Job success, salary increases, and promotions might then be determined. Yet anything less than a complete study of this kind will fail to yield adequate predictive figures.

It seems evident that we must have more extensive research than can be obtained from candidates for masters' and doctors' degrees. There is a clear indication of a need for the development of at least one commercial-education foundation, with huge financial resources, which could make possible extensive and prolonged studies, under the most competent of research specialists, if adequate investigations are to be made.

If and when the time comes that adequate criteria are available for the many commercial occupations, and if and when batteries of valid predictive tests are constructed to measure each of the possible significant elements of a business occupation, it may be quite possible to combine the results of the separate elements of tests and of criteria. This might be done by statistical procedures already available (partial correlations, re-

gressions, and multiple correlations), so that each component test might be weighted to the extent of its significant contribution to success and combined with each other similarly weighted test in such a way as to yield the best possible prediction.

Prediction is probably possible, even though it is a more complex problem than some of us have realized. Yet graduate students may contribute significantly to its attainment, even if they cannot take ten years to a study. There is much to be done in the way of developing tests of single elements, such as accurate measurement of each of a score of traits; tests of all the significant elements of subject matter (battery tests); tests of interest and aptitudes; and measurement devices for single elements of possible criteria, such as output in an office, success in dealing with people, the extent and worth of promotions as measures of success, and many others.

We need not be discouraged about the complexity of prediction. Our combined efforts along all these lines cannot fail to provide progress, and every little gain is distinctly worth while. The problem of avoiding misfits; excess enrollments; waste of time, effort, and money by both teacher and pupil; as well as the achievement of better vocational choices, is a major problem indeed. It deserves the combined efforts of everyone capable of contribution to research, be he graduate student, research specialist, or director of the much needed commercial-research foundation.

New York State Issues Two Bulletins

TWO new bulletins of interest to commercial educators have been made available by the New York State Bureau of Business Education, of which Clinton A. Reed is acting chief.

Bulletin 7 explains the changes in requirements for the state high school diploma in business subjects and the new sequence in merchandising.

Bulletin 11 offers suggestions to administrators for a thirteenth-year (post-graduate) vocational business course.

The bulletins will be sent without charge, but requests from outside the state of New York should be accompanied by a three-cent stamp. Requests should be addressed to the Bureau of Business Education, The State Education Department, Albany, New York.

ALPHA Chapter of Delta Pi Epsilon, honorary graduate fraternity in business education, is sponsoring a panel discussion in order to acquaint business educators with the implications and opportunities in training for the distributive occupations.

The panel meeting will be held in the Washington Square Building of New York University, Friday evening, March 10.

All business educators of the metropolitan New York area are invited to attend the meeting and participate in the discussion.



Rhythm and Patternism In Typewriting

WILLIAM
R.
ODELL, Ph.D.

THE subject of rhythm in typewriting has long been a favorite battleground for typewriting teachers. It is probably safe to say that a considerable majority of the present teachers of typewriting themselves learned typewriting from teachers who emphasized rhythmic writing. It is probably true, too, that the majority of those who teach typewriting today make use of devices that are designed to instill rhythmic writing habits in their students.

Counting, spelling, beating, tapping, playing phonograph records, using metronomes, writing in unison, and other devices are in common use everywhere today in typewriting classrooms. Some rhythm devices are so old, in fact, that they seem new to the present generation of typewriting teachers when revived or introduced as modern ideas.

In spite of all this use of rhythm devices, many typewriting teachers for a long time have felt somewhat uncomfortable about the whole matter of rhythm in typewriting. They know that students can write in even rhythm if required to do so. But they know, too, that immediately after the requirement or compulsion ceases, the rhythmic writing disappears. No student seems to write rhythmically naturally. Good students write smoothly or fluently, perhaps, but not rhythmically.

At this point it might be well to digress briefly to examine what we mean by rhythm. In the foregoing discussion, rhythm has meant simply evenness in the timing of strokes so that equal time intervals occur between successive strokes. This has been the definition of rhythmic typewriting almost universally accepted by typewriting teachers in this country.

But let us examine this concept further. In typewriting, the typist must make a succession of strokes. It is known, of course, that not all these combinations of successive strokes are of equal difficulty. Some combinations are many times more difficult than others. In general, the more independent the two succeeding strokes are, the faster or easier they will be to execute. Thus alternate-hand strokes are the fastest; rocking strokes (for example, *at* or *on*) are next fastest. Combinations using independently acting fingers are faster than those requiring non-independently acting fingers, and so on through many shades of refinement.

Since this is true, it reasonably follows that no person will be able to write at his fastest rate if he is forced to reduce his rate to that at which he can type the slowest or most difficult combination. Yet that is precisely what must be done if the learner writes rhythmically, as rhythm is commonly conceived by typewriting teachers. In writing the word *watering*, for example, the rhythm used would have to set a rate suitable for writing the letters *w-a-t-e-r* rather than the letters *i-n-g*, because the former group is much more difficult than the latter.

There is a second way of defining rhythm. It has been used especially by Harding at the University of London. He thinks of rhythm as being the absence of jerkiness, an even onward flow, fluency, or "free rhythm." He would say that the word *watering*, to use the same example, might be written rhythmically even though the first five letters be written slowly and the final three rapidly.

I think it makes little difference whether or not we agree as to which definition of rhythm is correct. But it is tremendously important for us to decide whether or not we are going to force upon our pupils what apparently is an uneconomical way of writing—that of slowing down all writing activities to the rate of the hardest letter combination.

I am willing merely to mention in passing that it scarcely ever seems justifiable to force all the students in a typewriting class to write at any given rate. To do so ignores the fact that the students ordinarily differ considerably in their ability to typewrite after even the first day's instruction. To use rhythm as a *class* teaching device is objectionable for exactly the same reason that a set beat is undesirable for any individual typist.

Rhythm, as commonly defined by typewriting teachers, has at least three justifiable uses as an *individual* teaching device in typewriting. In all three, it must be used as a remedial teaching device, though—hence on individual students rather than on whole classes. The three uses are (1) for individual students who should be forced to write more slowly, (2) for students who should be forced to write more rapidly, and (3) for students who write uneven typescript (*i. e.*, of irregular blackness).

With the foregoing serving as an introduction, I should like now to describe some preliminary research related to rhythm in typewriting. The research is in an unfinished condition and the findings still are highly tentative and incomplete; however, several extremely interesting facts seem to be clearly established.

The research has been carried on by Harold H. Smith, of the Gregg Publishing Company, and me over a fairly long period of time. We have made use of a so-called "rhythm machine" designed by Mr. Rand of Remington Rand, and obtained for us through the courtesy of J. L. Salet, of the Gregg Publishing Company, formerly manager of the General School Department, Remington Typewriter Division, Remington Rand, Inc. George Hossfield, of the Underwood-Elliott Fisher Company, A. A. Bowle, of the Gregg Publishing Company, and my former secretary at Teachers College, Columbia University, Mrs. Henrietta F. Rabe, assisted us by writing on the machine.

The rhythm machine designed by Mr. Rand consists of an electric motor mounted on a wooden board, together with a metal arm, which extends over a standard typewriter in such a way as to enable the operator to typewrite in the regular fashion. A ticker

◆ **About Dr. Odell:** Director of secondary education in the city schools of Oakland, California. For several years, was in charge of commercial teacher training in Teachers College, Columbia University. Author of several texts and many articles on commercial education, a B.E.W. contributor of long standing, a former editor of the E.C.T.A. Yearbook.

tape is fed through behind the ribbon in such fashion that what is written appears on the tape instead of on a sheet of paper, as ordinarily. The tape is pulled through by the motor at an even rate so that a precise measure of the time interval that elapses between successive strokes is clearly indicated by the spaces that appear between the letter imprints on the tape. Almost any typewriter can be connected with this rhythm machine by making a few simple adjustments.

Our Findings

As has been said, our findings still must be considered as being extremely tentative. Much careful checking and analysis will be required before we can be certain concerning them. The following tentative findings, however, should be of considerable interest, since they clearly have important implications concerning the techniques of teaching typewriting. Our chief findings are as follows:

1. There is a general tendency for expert typists to use a *pattern* in successive writings of any given word. In scarcely a single instance do these patterns conform to the traditional concept of rhythmic writing as defined above—that is, an even interval between successive strokes. Instead, they conform to Harding's definition of rhythm.

For example, the word *art* in general is written almost always with *a* and *r* closer than *r* and *t*. In forty instances that were examined, only once were *r* and *t* nearer to each other than were *a* and *r*. This was true of material in context as well as when the isolated word was written. The longest word that was written rhythmically in the traditional sense was *crucifixion*, written by George Hossfield.

2. The conclusion is that with certain words, the context in which the word is written seems to exert a considerable influ-

ence upon the pattern that is used for writing it. For example, in the word *towns*, in a paragraph in which the word occurred six times in context, the pattern for the writing of *towns* varied considerably. This probably is due to the fact that what precedes or follows affords countless opportunities for other combinations to be used. In a certain sense, this second finding conflicts with the first one reported.

3. Different expert typists may or may not write the same words with the same patternism. For example, George Hossfield and Harold Smith used practically identical patterns for the word *crucifixion*, although they used a distinctly different pattern for the word *spontaneous*.

4. It is likely that individuals differ considerably in their ability to improve in typewriting and that this difference can be measured by the use of a device such as was used in this experiment. For example, it is clear that George Hossfield has a tremendous power for improvement: that is, his practice is relatively much more effective than that of the other writers.

In five practice attempts, for example, George Hossfield's practice on the word *crucifixion* greatly improved his ability to write it, in spite of the fact that it was practiced only within a sequence of thirteen disassociated words equal to it in length. A distinct improvement was noticeable in Mr. Hossfield's pattern for the word *crucifixion* in each successive writing of it.

The possibility, therefore, of using such a machine for prognostic testing is clearly indicated. In addition, there is reason to believe that the machine may be useful in answering other problems connected with effective typewriting practice, as, for example, how many successive times a word should be written at one practice, how to practice a word—whether in sequence or out of sequence—and other similar questions.

5. The writing done on the machine indicated clearly that the time needed for carriage returns and for carriage shifts was very much greater than ordinarily is accepted. For example, George Hossfield's carriage return usually required as much time as the making of six to ten strokes.

Further work with this machine should yield other worth-while facts concerning typewriting and effective ways of teaching that subject. The information that is now available, however, throws considerable doubt upon the advisability of using any rhythm device for extensive group instruction in typewriting. What we have discovered by use of the machine clearly bears out the soundness of the hypothesis under investigation.

Two National Typing Authorities Discuss Dr. Odell's Article



HAROLD H. SMITH



WILLIAM R. FOSTER

By William R. Foster

East High School, Rochester, New York

WE have discovered the idea of *word patterns* (of course they existed and were used unknowingly long before the psychologists discovered them). "Word patternism" is not used by Dr. Odell with the meaning of writing words as wholes, but rather with the thought that in the writing of all words there is a certain rhythmic pattern.

What I should like to know from these rhythm-machine experiments, past or future, is whether or not there is any reason to believe that the rhythm patterns are enough alike to give some basis to believe there is for each word a rhythm patternism that is definitely similar in the typing of superior or even average typists.

Do certain letters in a word necessarily go together, as it were, in a minor whole?

If they do, then we can, with confidence, teach our pupils the discovered rhythm patterns in the word wholes. If not, then I am of the opinion that any attempt to teach any expert's own personal rhythmical patterns is not on sound ground and would be, therefore, equivalent to imposing the mannerisms and idiosyncrasies of a genius upon common clay, rather than inculcating sturdy basic typing virtues.

I recall Mr. SoRelle's commenting on the performance of a speed champion several years ago. This champion always struck *c* with her first finger when *c* followed *e*—a fingering idiosyncrasy that Mr. SoRelle claimed was all right, for her, but dynamite for the masses.

The first seven paragraphs of Dr. Odell's paper represent a statement of the grounds on which he bases his further arguments. Although he regards the first ten as an introduction, in the eighth, ninth, and tenth paragraphs he makes some very forthright assertions. To me, he seems to disregard some important factors in hastening to his conclusions.

Dr. Odell does not use words loosely, so when he claims the rhythm machine can be used for prognostic testing, we must assume he means just that and not diagnostic testing, or something else.

Meaning prognostic testing, he must, therefore, also mean that Mr. Hossfield possesses some native ability to improve, an ability the machine can discover. Perhaps so, but Dr. Odell gives us nothing to show that he has thought of and rejected, on the basis of evidence or sound psychological doctrine, other possibilities—and there are other possibilities.

Is the ability to improve inherited? Has it been proved beyond a doubt that ambition cannot be aroused to such a point (by contests, let us say) as to make a speed champion like Mr. Hossfield not only strive to improve, but actually improve? In other words, doesn't environment play a big part in developing the ability to improve?

I have a very definite recollection of Albert Tangora's saying, at a demonstration he gave before one of the large commercial teachers' conventions, that after his with-

drawal from one of the camps of professional typists, he missed the stimulus of the drive of compulsion their presence had given him. He had, therefore, evolved the plan of using phonograph records to "pace" him on to greater effort. He improved so much that he won a signal victory.

It must be noted that this result did not come from his having been a champion several times in the past; he had to have the environment of striving to improve in order to succeed.

Dr. Odell dismisses what he regarded as seemingly contradictory evidence between the results obtained from the writing of *art* and *towns*. He says, "In a certain sense this second finding conflicts with the first one reported," but he lets the matter rest there. He didn't call to our attention that *art* is an all-left-hand word and *towns* an alternate-hand word.

Please do not misunderstand me, I do not claim that this difference in the kind of word is the crux of the whole matter; but it would be interesting to have Dr. Odell explain or prove with the aid of the rhythm-machine record that this conflict is "in a certain sense" only.

Since 1915, when it was suggested¹ that dance and march records be used for rhythm purposes in order to develop greater typing skill, many champions have come and gone. A few of the fashionable ideas about rhythm have come and gone, too. Dr. Odell says that teachers "for a long time have felt somewhat uncomfortable about the whole matter of rhythm in typewriting." A guilty conscience? Yet these teachers evidently went on with their rhythm work.

I have known of some others who became bewildered about it all, and, believing that something unsound was being foisted upon them, decided to have nothing more to do with rhythm devices of any kind.

Under such conditions a new word without the bad associations of the old appeared. "Fluency" appealed to many of them, for they could see that it existed and that metronomic rhythm, at least in a typist's word, did not. Such rhythm, experiments have

¹ Eastern Commercial Teachers Association Convention.

proved, doesn't exist even with one of our great dance-band leaders.

But what of it? We typing teachers are interested in rhythm as a learning device only; what we want to know is, "Does working for metronomic rhythm help our pupils to attain greater fluency, accuracy, speed, and evenness of typescript?" And we want this answered clearly and authoritatively.

Dr. Odell observes that "no person will be able to write at his fastest rate if he is forced to reduce his rate to that at which he can type the slowest or most difficult combination." But what about typing under different conditions later on, when the phonograph record has been stilled?

And even if speed does not then immediately increase, are we to assume from Dr. Odell's statement that our rhythmic device has therefore failed? What about other typing skills, such as accuracy, ease in writing, and evenness in typescript?

Dr. Odell admits rhythm has "justifiable uses as an individual teaching device." We have in our classes sometimes from 35 to 70 students and but 40 to 60 minutes in which to teach, yet he assumes we cannot use rhythm justifiably because we cannot use it individually.

But wait! First, we can justifiably present problems to an entire class that require individual solution later. This individual problem of rhythm is going to concern many in the class. Second, and somewhat akin to the first, writing at a slower rate than the pupil ordinarily does is not so great a crime against speed as Dr. Odell would have us believe. In typing at a slow rate, pupils can improve other typing skills, for they then have time between motions to plan for more skillful typing in so far as it involves certain of their individual difficulties. Why, they can even improve their speed to the extent that they plan for and achieve a swifter, more dynamic stroking and releasing of the keys, better hand position, better control of bodily posture and tension.

Without telling my II-1 pupils why I was trying five rhythm records, I asked them to write first in every instance an expert's rhythm drill for 30 seconds and then for a minute some easy straight matter with which

they were familiar. I don't want you to think I have stars only—several don't like to write with records. But here are some rather interesting comments:

"Greater ease; fewer errors."

"Writing more even in color than before."

"It gave me more time to think of what I was going to type and made me have better accuracy; my fingers didn't get jumbled up. Usually when I type fast I get so nervous that I make many errors and type fewer words."

As to Dr. Odell's Point 5, regarding the time needed for Mr. Hossfield's carriage returns, I don't assume from this that we should allow *beginners* that much contrast. Beginners writing only sixty strokes a minute might be able, after ten weeks, to throw the carriage in one second (the time it takes Mr. Hossfield to write eleven strokes).

While I agree with Dr. Odell that the very few experiments so far reported with the rhythm machine seem to have promise, I also agree with him that we need more experiments and more study before we can come to convincing conclusions regarding rhythm.

By Harold H. Smith

New York City

I AGREE—and disagree—with my two good friends, Dr. Odell and Mr. Foster. Both have raised questions that can be answered only by preparing other articles. I have spent several hours going over my collection of kymograph and tape records, made between 1919 and 1936, hoping to find something that could be whipped into form for illustrative purposes, but that must wait.

First, with reference to several of Dr. Odell's remarks:

1. I think many teachers would assure Dr. Odell that at least some of our students continue to type in approximately metronomic rhythm and at the same rate after a phonograph record stops as they do while it is playing. This is a matter of training. Many teachers stop and start the phonograph purposely to help students learn how to maintain a predetermined stroking rate. This is an essential element of typing skill, because efficient performance depends upon con-

siously maintaining the stroking rate at a certain level even when flowing rhythm is used.

2. His statement that students do not "write rhythmically naturally" is also a little misleading. This depends upon what they are typing. Experience teaches us that, if they are typing repetitively a single word or a sentence of a line or so in length, there is a strong natural tendency to type in metronomic or approximately metronomic rhythm. This is the line of least resistance, and the tendency is probably due to the feeling of monotony that accompanies such repetition. When we repeat anything over and over again monotonously—as in walking, for example—we tend to employ a metronomic timing pattern.

Anyone who transcribes something well within his understanding and ability, without pressing for speed, also tends to work metronomically. In fact, it has been noted frequently that efficient transcribers work at somewhat less than their top speeds and somewhat metronomically, whereas at their top speeds they use a flowing rhythm (fluency).

All my experience leads me to the observation that efficient typing requires reduction in operative speed and closer approach to metronomic rhythm in direct proportion to its difficulty. How much of this tendency toward using an approximately metronomic rhythm is natural or acquired, and how much of it is automatic or conscious, I cannot pretend to say. I do know that it was the realization that typists worked too jerkily and unsteadily that originally inspired the movement toward rhythm. Furthermore, the greatest obstacle to the newer idea of flowing rhythm or fluency has been the conviction held by many teachers, based on their experiences with students, that metronomic rhythm has been of real benefit to their students up to a certain point.

3. I am inclined to think that only two conditions warrant emphasis on metronomic rhythm: (a) the need to force students to type more slowly and (b) the need to force them to type more rapidly. The third reason mentioned by Dr. Odell, to insure more even press work (evenness of type impressions)

is really a signal that the student needs to type more slowly in order to gain control of the uniformity of his strokes.

In any event, the principal effect of any teaching device that emphasizes metronomic rhythm is to set a desirable *pace* at which the typist can modify his typing motions and responses, thus actually improving his typing technique. Each such improvement results in an increase in basic skill. Many of these improvements in technique must be made at speeds less than best speeds. Mr. Foster remarks about this.

I have often pointed out that *all* typists, especially students, can profit much from practicing at reduced speeds. Of course, they must be aware of what they are trying to improve—hand position, finger action, grouping of strokes, rhythm of movement, etc. As long as this practice is intelligently done, it is clear that every student, regardless of his top speed, can profit from some daily practice at reduced speeds. Inability to maintain metronomic rhythm within the range of normal school achievement, up to 40 or 50 words a minute, is a sure sign of poor technique. Rhythmic practice at fixed rates, especially on familiar matter, is almost certain to improve some phase of technique, and the improved technique will be available when the stroking speed is increased.

Admitting these things, we can grant the use of metronomic rhythm as a unison control device, always providing it is intelligently used. Whether its use should be designated as remedial or primary depends upon the definition of these terms. All improvement in speed is the result of correcting or eliminating motions. It is difficult to distinguish between remedial and primary learning. Maybe it is not important to do so. The principal thing is the improvement.

Dr. Odell saves the day in his next-to-last sentence when he uses the word "extensive." Here, again, we need to define the term. I am well aware of the misuse of metronomic-rhythm devices through overuse. There are many other vital aims in typing besides "rhythm," however it is defined. Dr. Odell has gone to some pains to discover just what the term "rhythm" means. The teacher who lacks personal typing skill may well feel very

uncertain amid these apparently contradictory definitions. Perhaps the following notes based on a kymograph record of a test I made some years ago will be enlightening:

The elapsed time of the typing test—copying a paragraph of Kimball contest matter—was 69.12 seconds. Deducting 9 strokes, whose elapsed time could not be determined separately, and 10 carriage returns followed by the first letter on the following lines, there remained a total of 63.14 seconds, which were completely analyzed and accounted for in the study. The average, or mean, elapsed time of the 651 remaining strokes typed in these 63.14 seconds was .0969 second per stroke; the median, 0.941 second per stroke.

Note the insignificant difference between the mean and the median—only .0028 (28/10,000) of a second per stroke. Could such a tremendous concentration of stroking around a stroking rate of better than 10 strokes a second possibly be accidental on a keyboard possessing the obstacles to finger-ing facility that are known to exist? Then check the following table:

| Of the | | | Over a |
|-----------|------|-----------------|-----------|
| 670 Total | Per | Ranged | Total |
| Strokes | Cent | Between | Area of |
| 642 | 95.8 | .05 to .15 sec. | |
| 624 | 93.1 | .06 to .15 " | 1/10 sec. |
| 561 | 83.7 | .06 to .12 " | |
| 465 | 69.4 | .06 to .10 " | 1/20 sec. |
| 411 | 61.3 | .07 to .10 " | 1/25 " |
| 337 | 50.2 | .07 to .09 " | 1/33 " |
| 238 | 35.5 | .08 to .09 " | 1/50 " |
| 126 | 18.8 | .08 " | |
| 112 | 16.7 | .09 " | |
| 99 | 14.8 | .07 " | |

To me, the most striking thing in this study was the fact that 50.2 per cent of the strokes in the test were typed at intervals of .07, .08, and .09 second per stroke. (Refer to the solid black portion of the graph that

is shown here.) The greatest concentration was at .08 second per stroke. These facts,



GRAPH SHOWING DISTRIBUTION OF STROKES ACCORDING TO ELAPSED INTERVALS BETWEEN STROKES IN A TYPING TEST AT THE RATE OF 132 ACTUAL WORDS A MINUTE.

taking into consideration the close relationship between the mean and the median intervals, indicate that the typist who wrote the test must have striven consciously for a steady stroking rate of approximately .07 or .08 second per interval—12 to 14 strokes a second. This aim did not preclude his taking advantage of easy combinations, because in two instances in the test he reduced the stroking intervals to .02 (1/50) second and two other stroking intervals to .03 second.

It can hardly be a coincidence that 93.1 per cent of the strokes in the test clustered around the mean and median intervals and over a total area equal to those intervals—.1 second. Such precision at high speed strongly indicates consciously controlled performance. That it is possibly habitual in nature only emphasizes the importance of conscious training toward metronomic as well as flowing rhythms. All habits of this nature must pass through the stage of consciously controlled practice effort.

Dr. Odell does not go so far as to say that students should never aim at metronomic rhythm, but since he casts doubt upon it as a unison practice objective and otherwise, the unthinking reader may assume that it is a false objective. As I see it, it would be a pity if any teacher read into Dr. Odell's suggested conclusions a finality to which they do not pretend and which he, himself, vigorously disclaims.

Men in great place are thrice servants—servants of the sovereign or state, servants of fame, and servants of business.—*Francis Bacon.*



An Approach to Teaching Creative Letter Writing

CARL NAETHER

PERHAPS like me, you conduct classes in business letter writing for mixed groups of sophomores, juniors, and seniors. In my classes there are students from the departments of accounting, economics, English, sociology, journalism, engineering, and secretarial administration. Most of these students have had little or no actual business experience. This lack of experience constitutes a hurdle that I must help them take gradually, good-naturedly, and gracefully. And in a one-semester course at that!

Before continuing my main theme—an approach to creative letter writing—I must confess that were it not for some six years' business apprenticeship as accountant and as private secretary, during which I "took down" and, as I gained experience, dictated many a letter and report, I should, indeed, feel baffled now.

Instead of assigning my students half a dozen chapters in some interesting book on modern business methods, the reading of which might familiarize them with some of the methods and practices of twentieth-century American business, I assign them a problem or a case.

Let me pause here to say that I have observed teaching by the problem or case method long enough at notable schools, including the Harvard Graduate School of Business, to be more and more firmly convinced of its efficacy as a method of teaching that brings the student immediately in touch with real business problems of varying degrees of difficulty, to the solution of which he must devote concentrated effort, both businesslike and imaginative.

Early in the course, I select from the text,

or from my letter files, a simple but interesting problem that requires for its solution not merely ability to write correctly, but also sufficient imagination to see the other person's point of view, especially his *needs*; likewise, sufficient business common sense to write a letter that above all else establishes the writer as a man or woman of sound business character and progressive business policy. I recall with pleasure the stimulating, businesslike problems published by the BUSINESS EDUCATION WORLD.

Here, for example, is a problem in answering an inquiry that a well-established, but not large, implement house in the Middle West received from an equally well-established importers' agent in Santiago, Chile. The message in the agent's letter read something like this:

Gentlemen:

Please send me catalogue and full information about prices, etc., of your plows and other products, which are not being sold in Chile.

At present I represent such American firms as (here followed the names of three well-known manufacturers of gasoline engines) and would like to add your various items to my list, as I think there is a good market here for them if they are priced right.

I am looking forward to hearing from you soon.

In asking students to prepare, outside of class, a suitable reply to this inquiry, I give them a few explanations and suggestions similar to the following:

Assume that this letter has been handed to you, the assistant to the sales manager of the Midwest Implement Company, Moline, Illinois, for immediate reply. Your firm does not, for reasons that you make clear, export its products, but confines its sales to the United States, even though it is aware of the sales possibilities in some of the South American markets.

Using these and such other data as may seem appropriate and necessary for a businesslike solution of this problem, write a suitable reply to the inquirer.

After reading the letter, the average student is likely to conclude that this is a very simple exercise in writing a routine letter. A foreigner in far-off Chile, of whom the firm has never heard, desires printed and other information about its products, with a view to importing them later on. As a matter of fact, the firm's present policy is *not* to export. So what is the use of bothering to send the inquirer an illustrated catalogue (believe it or not, it costs the firm 45 cents a copy) and other information? A reply, short and to the point, but, of course, friendly in tone so as to soften the "refusal," should take care of him all right. Before very long, our average student will have formulated a reply somewhat like the following:

Dear Sir:

While we greatly appreciate your inquiry concerning Midwest products, we regret to have to inform you that it is our policy to sell our goods only in the United States.

If there is anything else we can do for you, please do not hesitate to write us again.

Then he rests content that he has solved the problem satisfactorily!

Little does this student realize that his "solution" is hardly more than a thoughtless refusal, devoid of practically every essential element needed for a *constructive* business letter. He has failed utterly to place himself in the position both of the inquirer and that of the assistant to the sales manager of the Midwest Implement Company. He has not read between the lines of the inquiry to consider adequate means of giving this man in far-off Chile the desired information, or even a small portion of it.

Moreover, in disregarding the inquirer's wishes, he has not considered the interests of his own firm, which, if it maintains a forward-looking policy at all, might, quite conceivably, wish to increase the feeling of good will that this foreign businessman apparently has toward it. In short, the student has failed to grasp the significance of this business problem. His failure may be due to lack of business experience and business knowledge; to thoughtlessness and lack of imagination; to natural inertia toward writing; or to other more or less noticeable causes.

In order to get a thoughtful and business-

like solution to the foregoing problem, the teacher may find it advisable to go over the important phases of the case *at the time of assignment*, with a view to giving his students a fairly comprehensive insight into the methods and policies of the Midwest Implement Company pertinent to this problem. He might even go as far as to suggest several solutions in the light of these methods and policies, so as to be reasonably certain of receiving businesslike work from his students.

Of course, that is making letter writing easy, perhaps too easy. But if many members of the class have little knowledge of business, the instructor must supply such information as may serve them as a starting point, a foundation, for their letters.

Since each new problem in correspondence, presumably, presents a different set of business conditions, the student must continually make fresh and increasingly ingenious adjustments so as to do full justice to his assignments. As the course progresses, he may be asked to adjust complaints for a retailer, to collect debts for a wholesaler, to sell goods to professional men, mechanics, clerks, or society women. Thus, practically every real letter problem offers an opportunity for constructive, spirited, businesslike, and, above all else, creative writing.

Most assuredly, the reply suggested by the inquiry that we have used for an illustration presents an opportunity for thoughtful treatment. The service element should find very prominent expression in it. Assuming that the Midwest Implement Company does a satisfactory domestic business now, the time may not be far off when it may wish to sell its well-known and well-made products abroad—and to utilize the services of the agent in Chile. At any rate, it is good busi-

♦ *About Carl Naether:* Associate professor of English, in charge of classes in business writing, University of Southern California, Los Angeles. Degrees in education, commerce, and psychology, from Lenox College, University of California, and University of Michigan. Vice-president of the American Business Writing Association. Author of several books on business letter writing and advertising; contributor to advertising and business-education magazines. Has written several other articles for the B.E.W. Hobby: breeding rare foreign doves.

ness to cultivate the man's good will; at least, to send him the catalogue he asked for, not only as a reward for his interest in Midwest products, but also as a means of better acquainting him with these products so that he can compare their qualities and prices with those of similar products.

Moreover, it would save the inquirer both time and effort if the person replying would send him the names of several competitors who export to South American countries. A broadminded correspondent might go even a step farther and send copies of the inquiry to several such competitors, with the suggestion that they send catalogues and price information to the businessman in Chile. In short, an alert correspondent would regard the whole problem from the long point of view and frame his reply so as to promote friendly relations, thus:

Dear Mr. Gonzales:

Thank you very much for your letter of November 17 and for your interest in Midwest products. In accordance with your wish, we are sending you a copy of our latest catalogue and price list today.

We realize that your country offers a good market for products such as ours, and we should like to establish business relations with you now. Since our plant is kept busy supplying the domestic market, however, and since your market would, in all probability, require a product made especially to meet its needs, we cannot see our way clear to enter this or any other foreign market at present. This does not mean, however, that we may not wish to change our policy within the next ten, or even five, years.

In order to save you a little time, we have taken the liberty of forwarding your request for a catalogue and other information to the following manufacturers, who are engaged in export trade:

The Rock Island Plow Company, Rock Island, Illinois. Mr. F. Fraime, Manager of Exports.
The Eastern Implement House, Franklinville, N. Y. Mr. Charles Knightheart, Sales Manager.

You will no doubt hear from these firms shortly after you receive this letter.

When you have looked over our catalogue and price lists, Mr. Gonzales, please let us know sometime what you think of the general suitability of Midwest products for your particular market. Should you wish additional information, please let us know and we shall be glad to furnish it.

It takes but a little more time and effort to write a thoughtful letter, one that is likely

to promote a friendly feeling by meeting at least some of the reader's needs, than it does to send a hasty reply that gains little or nothing for either the sender or the recipient. It is true that the modern business letter is a much more thoughtful message, at least as far as friendly and alert business promotion is concerned, than its stereotyped predecessor of ten or twenty years ago.

Still, the question remains, "Can creative business writing really be taught?" Hardly. But if the learners are reasonably intelligent and wide-awake, an enthusiastic teacher can win their confidence and lead them to center their attention on the prescribed tasks. Under the direction of such a teacher, a problem in letter writing becomes a lifelike business project, to be approached with a keen realization of its importance to both reader and writer—and of its possibilities as an opportunity for truly imaginative business writing.

I can think of no incentive more likely to prompt a student of business letter writing to take serious measures to improve his style than for the teacher to outline the actual business conditions that surround the planning, writing or dictating, and dispatching of a letter, or series of letters, that brought favorable returns.

Little wonder, then, that a progressive teacher of business correspondence has on file a large and varied supply of actual business cases in the form of letters. The study of such material is likely to fire the learner's imagination so that he will want to test his own ability to understand similar situations and to conceive ingenious solutions for them.

A teacher, provided he is a proficient writer himself, can usually generate sufficient enthusiasm so that his students will *want* to write. I am not a believer in compulsory courses in writing, in which it is usually difficult to get the students enrolled to *want* to write.

The sensible way is to stimulate the student's interest in his work so that he is eager to have his writing "taken to pieces" in class—eager to try his hand again on the same problem; for, in the final analysis, it is practice, intelligent practice and plenty of it, that results in the development of an acceptable and distinctive style.



How We Teach Retail Selling

GEORGE
F.
BONACKER

A MOMENT'S reflection on the phrase "distributive education" will serve to call the scope of this expression to the attention of even the most uninformed person. The phrase must be broad, for it includes many of the most important phases of our economic setup and takes in almost the entire area between production or manufacturing and the final act of consumption.

Thus, included in this field is the study of such subjects as merchandising, store service, store management, advertising, business economics, marketing, and salesmanship (not the usual conventional subject taught on the half-unit basis). Much related material, such as accounting, business law, and business finance, also constitutes a necessary part of the entire field.

Those administering and supervising education in the city of Albany realize that the retail stores in Albany look to the high schools for at least part of their supply of trained young men and women. It is further recognized that the increased emphasis is being placed upon scientific salesmanship, especially in retailing.

Upon the completion of a rather extensive survey, those in charge of the curriculum added a subject that we have chosen to call Salesmanship and Retail Selling. This curricular addition was made in the spring of 1937. In September, approximately 79 students, seniors who were considered capable of doing good work (on the basis of past performances), enrolled to take the subject. This, our second year, finds approximately 200 enrolled. Many of our farsighted and influential store executives have given this move their wholehearted support. Perhaps this interest serves as a barometer of the

importance these experienced men place upon the work we are doing.

The course has been set up to satisfy the needs of students, as we see their needs. It is a flexible course. In the proverbial nutshell and without any high-sounding pedagogical phraseology, we are trying to give these students a basic elementary training in the fundamentals of the technique of salesmanship. This is the work of the first semester.

With a pardonable share of pride, I should like to mention that the work has been, thus far, more successful in almost every particular than I had anticipated. With the continued high degree of co-operation from the administrators, the supervisors, the guidance counselors, and the State Department, we are making revisions, additions, and omissions from time to time, wherever we feel such a change or addition will benefit the students.

Store Service for Low-Ability Students

One of the additions above referred to is the offering of a course to high school seniors working on a lower-than-average-difficulty level. We call this subject Store Service. In this, our sole purpose or aim is to teach the students as much as they can assimilate relative to selling in stores, operation of stores, store problems, etc. This is done after we have given them some background or basic work in the fundamentals of salesmanship.

♦ **About George Bonacker:** Instructor in charge of distributive education, Albany (New York) High School. Degrees from Colgate University and Albany State Teachers' College. Was assistant principal in the Martin Van Buren High School, Kinderhook, New York, for three years. Has built courses in retail selling, salesmanship, and store service in the Albany high schools; does much work in placement. As an undergraduate, was basketball captain and president of the student body and of his fraternity.

In a measure, the store-service subject matter parallels the salesmanship, for the most part, but the former demands much more work of an abstract nature; and we move along more rapidly, thus covering considerably more collateral material. The ultimate outcome of the Salesmanship and Retail Selling subject is an extensive as well as an intensive treatment of the material.

Many of the students working on the lower difficulty level, however, perform a very creditable piece of work in this course, mainly because some are hard-working, loyal students with fine personalities. To date—although this is admittedly an exception—our most successful student is a young male graduate with a lower-than-average I. Q., who is now working very capably in one of the best retail stores in the city. He possesses numerous positive personality traits that more than offset the I. Q. factor.

Those of us who have made even a casual study of both the I. Q. and other positive character and personality traits can readily comprehend this. To stigmatize to a lifetime of labor all students possessing I. Q.'s slightly lower than average is to commit an unpardonable error. They *can* be greatly helped by the patient, thoughtful, competent instructor; they *can* learn; they *can* be reasonably successful in many fields. I do not wish, however, to minimize the value of natural mental ability.

What are some of the helpful activities or projects that can be performed in a subject such as store service? Without setting up a lengthy list of objectives or aims, here is one that I find is not only very helpful to these students but is particularly appealing to them when we are discussing possible procedures for attacking the project.

During one week in the early part of the second semester, the students are instructed to visit any retail store in the city—dry-goods, drugs, grocery, or any other type. In most instances, the stores chosen are of small or average size.

The students list, in advance, the things they particularly wish to observe. They then set out "on their own" to seek an interview or an appointment with the store proprietor or manager.



Pointing Out the New Features of a Mechanical Device.

Of course, in the previous semester's work, we have already studied such important techniques as meeting and interviewing businessmen, how and when to make appointments, and how to solicit information.

Almost every merchant co-operates with this work, if for no other reason than the advertising and good-will to be received; but the writer knows that most of them understand our problem reasonably well.

In addition to a rough draft or print of the general layout of the store and placement of merchandise, the student gets such information as the type of building, location, equipment, kind of community, lighting, ventilation, fixtures, kind and number of displays, the quality of the clerks, whether or not they use "suggestion selling," how they make change, and any other observations that he deems important.

These reports are organized and brought to class for discussion, to be used with the text as part of our oral work. The students have something tangible to discuss, and in most instances they are making a scientific study of these facts for the first time. They are becoming "store conscious"; they are eager to discuss their projects; they are drawing upon real life experiences, not on the imagination. These projects are discussed from time to time throughout the course.

The result of the week's study is that the student not only has his own firsthand experiences but is better able to comprehend what his classmates have to report.

Often a store layout is placed on the blackboard and discussed in an effort to suggest improvements in arrangement of merchandise, counter and window displays, advertising, general housekeeping and lighting effects.

The undertaking just described is one I use in the store service classes for the group doing work on the "lower-difficulty level." This kind of project can be used to advantage on any level and in almost any related course in the salesmanship field. But because it deals in a large measure with the concrete rather than the abstract, it is valuable, for obvious reasons, in training those who are mentally slow.

Training for Higher-Ability Students

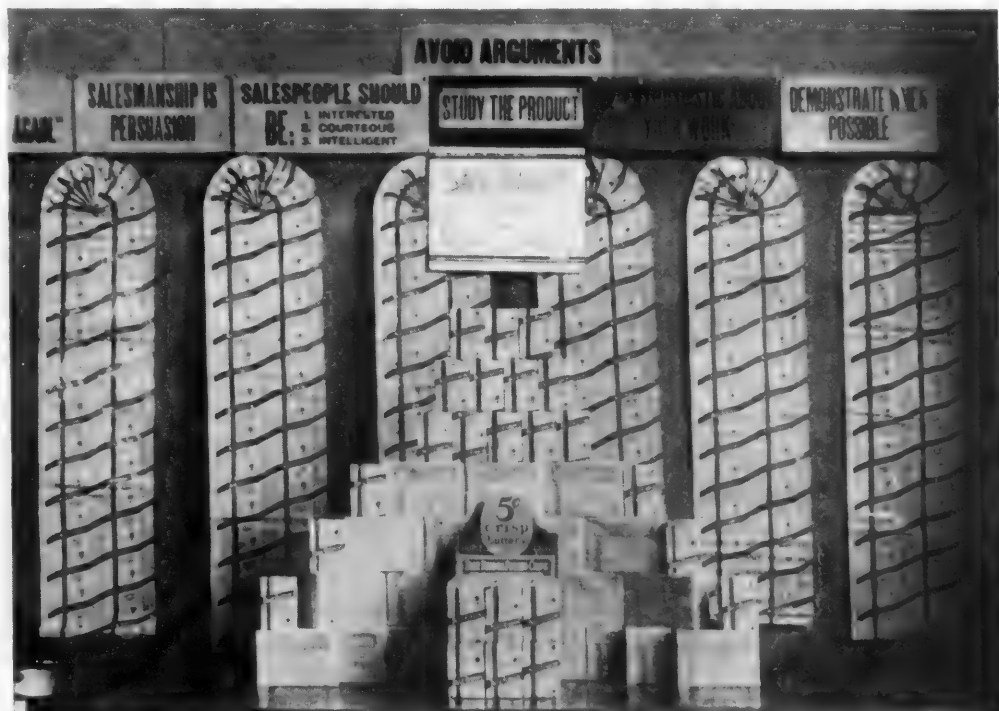
A project that I use with considerable success in the Salesmanship and Retail Selling classes involves more planning and work of a decidedly abstract nature. Many instructors in the business field, especially those who

teach the better students on the high school level, are inclined to overlook the immense amount of work of which a good student is capable without overtaxing himself. If the homogeneous grouping plan has been carried out effectively through the media of the guidance and testing departments, then the students on the higher level of difficulty should be expected to do more work, especially of an abstract nature.

It is for this reason that I use the following project in the Retail Selling classes.

Early in the course, the students are asked to select merchandise they wish to study for the purpose of the project. Our class discussions aid them in their selections. When they have done this, they submit their selection for approval. This is done to discourage too many duplications; very often we are able to eliminate them entirely.

We then set about outlining an "approach" to the study of the merchandise selected, by writing to the manufacturer or producer for information; consulting the local retailer or wholesaler; consulting reference material either in a library or by other means. Of course, this project is, for the



A Typical Display Set Up by Students of the Salesmanship and Retail Selling Class

most part, performed out of class. It takes considerable time.

The students then write up the material gathered and outline a sales talk. The student is expected to apply the theory we have covered in the textbook and class discussions. Such phases as the general sales preparation, the preapproach, the opening, attracting and holding attention, meeting objections, building value, selling points, suggestion selling, demonstration possibilities, and other important aspects of the sale are expected to be covered.

Later, when this report has been submitted, we start our sales talks. Each student is informed in advance when he will be "on," and in most instances, student speakers ask other students to act as prospects or custom-

ers. They demonstrate in the front of the room, where we have a large counter, which many of the speakers use for "over-the-counter" selling. Others choose to use the instructor's desk, chair, and side-chair in setting the stage.

Before each sales talk, forms are passed out to the other students, that they may check the good and bad points and make constructive criticisms. These criticisms are collected and carefully discussed in as constructive a manner as possible.

Many other projects are performed throughout the year, but I believe this dramatization of the sales talk, together with the necessary preliminary work, is the most helpful of all activities I have yet employed in instructing such classes.

Arnold M. Lloyd Resigns Principalship

ARNOLD M. LLOYD, for the past twenty-seven years principal of Banks College, in Philadelphia, resigned his position the first of December in order to devote his entire time to his duties as business manager of the Eastern Commercial Teachers Association. Mr. Lloyd was appointed business manager by the Executive Board last October. He has been treasurer of the Association for the past fifteen years.

Mr. Lloyd is eminently fitted for the office to which he has been appointed, for he

brings to his new duties a broad experience in practical affairs, as well as an extensive experience in teaching and administrative work.

Despite his manifold professional activities, Mr. Lloyd finds time for his several hobbies: farming; growing trees, especially evergreens; making scrapbooks; and adding to his collection of Wedgwood pottery and rare music boxes. Mr. Lloyd is also an amateur photographer of no little ability. His collection of pictures is outstanding as an illustrated history of commercial education.



E.C.T.A. Notables at Mr. Lloyd's Home

At the Left: Mr. Lloyd at the entrance to his estate. *Right:* Harry I. Good, George L. Hoffacker, Atlee L. Percy, and Alexander S. Massell enjoying a recess between sessions of a committee meeting at Mr. Lloyd's home. Mr. Lloyd's garden is one of the show places of his community.



(International News Photos)

Polylingual Reporters

MARGARET L. WALLACE

STENOGRAPHERS in a palace" sounds odd. Yet a king's speeches must be reported; and when the representatives of forty-three governments get together to discuss world affairs, putting on paper what they say becomes important.

Last September, I was privileged to be in Switzerland at the time of the momentous sessions of the League of Nations in Geneva. Through my connection with the *BUSINESS EDUCATION WORLD*, I was able to obtain one of the coveted press cards, which admitted me to a seat in one of the press galleries in the assembly hall of the newly completed Palace of Nations.

There, day after day, in the room that the money and effort and craftsmanship of many nations have made glorious, I listened to addresses by delegates from many countries. Futile, sad addresses they were, full of the terror of impending war those September days—South America begging the old world to make peace, China demanding the sanctions no people would give, England marking time while Chamberlain conferred with Hitler.

Arrangements for handling the press cor-

respondents at this nineteenth session were in the hands of a clever, competent English-woman, Miss Vera Ward. Miss Ward is an important and busy person, but we finally coaxed her to have dinner with us one night, and over her demi-tasse she explained how the stenographic work of the League is handled.

Reporting in Many Languages

Almost every delegate brings his own secretaries, as well as a staff of assistants and experts on various subjects. All these persons work in the particular room assigned to that delegate in the Palace.

When the assembly is in session, the president—last year Mr. Eamon de Valera—sits at his walnut desk on the tribune, or rostrum, in the assembly hall. Before his desk, and slightly below it, is the dais from which the speakers address the assembly; on either side of it are desks for interpreters and assistants. In front of the whole rostrum is a sunken pit like that for an orchestra in a theater, and there sit the stenographers who report the proceedings. Speeches are in several languages, and there must be stenographers who

have facility in French, English, German, and other tongues.

These stenographers, who are both men and women, take everything verbatim. Each one works for about ten minutes, then another takes his place and the first retires, going under the tribune to the typing room outside the hall, where he reads his notes to a typist, who listens and transcribes with rapid accuracy. It is surprising how few emendations have to be made later. The speech is then mimeographed, and when one leaves the assembly chamber a few minutes after listening to the address, he will find copies waiting in the pressroom file, ready to be taken away.

The pressroom is on a long corridor outside the assembly hall. It is fitted with desks for writing and for typewriters, and a bulletin board carries the name of the "orateur" of the moment, with the name of the speaker to follow him. Batteries of telephones and battalions of telegraph operators are at the service of the pressmen. Some correspondents rarely enter the assembly hall unless an important speech is to be made. They can listen to any such address, transmitted by telephone, at several points in the building. Often these correspondents must be in attendance at the committee meetings that are constantly going on in the many magnificently appointed committee rooms.

The acoustics of the assembly chamber are so arranged that any extraneous sound near the rostrum is enormously magnified. From my seat far up in the press gallery I heard the fall of a pencil that Mr. de Valera dropped on his desk.

The assembly hall is large, and to follow a distant speaker even in a familiar language is difficult, while a foreign language presents difficulties for many and is impossible for most people to get at all. The previous practice of the League had been to have every address given in both French and English, the interpreter speaking from the dais immediately after the speaker retired. This slow and rather ponderous method had one advantage—it gave time for passions to cool after a controversial speech.

This year, however, on the desk of every delegate, and on the press desks as well, was

◆ *About Margaret Louise Wallace:* Editor for Publicity, The Traphagen School of Fashion, New York. Assistant to Librarian, American Woman's Association. Free-lance editor, author of stories and articles, advertising writer. Hobbies: amateur astronomy and photography.

fixed a dial not unlike that of a radio, but showing only five figures. On a hook under the desk hung a telephone headpiece and earphones. You lifted off the headpiece, adjusted it, and turned the dial on your desk to No. 1. Immediately you heard the speaker's voice with such distinctness and clarity of tone that you felt he must be speaking to you alone, and from the seat next to your own. Another knob controlled the volume.

Not only this, but if the address was being given in French and your language was English, you turned your dial to No. 3; and, while continuing to watch the speaker's face and gestures, you heard his speech—in English! Or, if English was being spoken and you understood only French, you turned your dial to No. 2, and listened to the speech in French. You did not need to be a linguist; your telephone was, apparently. The illustration at the beginning of this article shows League delegates listening to a speech on these telephones.

It really seemed like magic, but this is how it is done. Below the rostrum, or in some convenient place nearby, interpreters follow the orator, translating his speech aloud into the various languages, sentence by sentence. The interpreters are rarely more than seven or eight words behind the speaker. Occasionally, they read previously prepared translations of the speeches, but usually they follow word for word. Think how intelligent and how expert these interpreters must be!

At first, listeners may experience a little difficulty in shutting out of their ears the voice of the speaker on the rostrum, but it is soon easy to follow only the "still, small voice" in one's ear.

After trying the new apparatus for a week, President de Valera announced that the assembly would thereafter discontinue the old method of following each address with its interpretation from the dais, and use, instead, "telephonic simultaneous interpretation."

The system is called the International Filene-Finlay Translator System. That used at the League was made in America and was installed in the League by the International Business Machines Corporation. At the office of the company in New York, J. A. Kavanaugh, field research engineer, described for me the way the telephonic installation works.

Below the rostrum, or in some convenient place nearby, is a battery of directional-type microphones, and behind each is seated an interpreter. These microphones look not unlike elongated cameras. They are so insulated that the interpreter's voice can be heard nowhere except over the desk phones. He uses earphones that shut out every sound except the voice of the speaker. The speaker talks into a microphone connected with the interpreters' earphones and the desk phones. This microphone was well concealed at the League, and Mr. Kavanaugh said that in making the newer installations the company always attempts to conceal the microphone, even at banquets or meetings.

While at the League sessions this year, only three languages—French, German, and English—were used, there have been installations in which each address was translated into as many as eight languages simultaneously; it is possible to use twelve or more, if desired. International Business Machines supplies not only the equipment but also the interpreters.

A simple form of this device was used perhaps as early as 1929, Mr. Kavanaugh said, but the rapid improvement in the technical details of tubes, selectors, and other modern equipment for the transmission of sound have made possible the perfected apparatus now in use. The system proved valuable at the meeting of the International Chamber of Commerce two years ago, and was used at the recent Pan-American conference at Lima, Peru.

Where there is such an installation for the transmission of ideas, all men use one speech. Perhaps it will prove a substitute for the long-sought universal language.

C. C. T. A. to Meet This Month

THE Central Commercial Teachers Association, active educational organization of the middle western states, will hold its annual convention at Des Moines, Iowa, March 30, 31, and April 1. The dates for the convention—formerly held in May—have been changed to avoid interference with the closing weeks of the school year. The schedule of speakers is as follows:

George A. Wilson, Governor of Iowa; Paul A. Mertz, Director of Company Training, Sears, Roebuck and Company, Chicago; Paul O. Selby, State Teachers College, Kirksville, Missouri; Eleanor Skimin, Northern High School, Detroit; W. A. Robbins, Lincoln School of Commerce, Lincoln, Nebraska; Harry D. Bruner, Bankers Life Company, Des Moines, Iowa; Viona C. Hansen, Central High School, Grand Forks, North Dakota; Cecil Puckett, School of Commerce, University of Denver; S. J. Shook, Topeka Business School, Topeka, Kansas; Arnold E. Schneider, State Teachers College, St. Cloud, Minnesota; Hortense Stollnitz, Remington-Rand, Inc., Buffalo, New York; Barney Stapert, Underwood Elliott Fisher, New York City; Paul Moser, Moser School, Chicago; Lloyd V. Douglas, Iowa State Teachers College, Cedar Falls, Iowa; Ward Hamilton, Hamilton School of Commerce, Mason City, Iowa; Ray

Dean, Simpson College, Indianola, Iowa; Edward C. Lytton, Drake University, Des Moines, Iowa; Roger Alexander, Visual Aids, Kansas City, Kansas.

Section discussion groups will meet on Friday and Saturday to discuss the following:

Bookkeeping and Accounting, Secretarial Training, Social-Business Subjects, Visual Aids in Business Education, Distributive Education, Office Practice, Private School Problems, Teacher-Training Problems.

The officers and members of the executive committee of the C.C.T.A. are:

President: Ernest A. Zelliot, Director of Commercial Education, Des Moines Public Schools.

Vice-Presidents: Ernest R. Maetzold, Minneapolis Business College, Minneapolis, Minnesota; and Paul C. Moon, High School, Davenport, Iowa.

Secretary: Irene M. Kessler, Gates College, Waterloo, Iowa.

Treasurer: Leora Johnson, Cedar Rapids Business College, Cedar Rapids, Iowa.

Executive Committee: R. M. Phillips, Capital City Commercial College, Des Moines, Iowa; Paul V. Douglas, Iowa State Teachers College, Cedar Falls, Iowa; Dorothy Hamilton, Hamilton School of Commerce, Mason City, Iowa; Jay R. Johnson, Central High School, Duluth, Minnesota.

Comments by Our Readers

A cordial invitation is extended to each of our readers to comment frankly on the articles appearing in the Business Education World

Business Education Is and Must Remain Vocational—P. O. Selby

(December, 1938, pages 265-268)

Comments by Allan Laflin, Head of Commercial Department, West High School, Aurora, Illinois.

IT IS VERY gratifying to read an article by an authority on business education who defends business education as being vocational in nature.

With the various aims and objectives being advanced by teachers and supervisors of business subjects, there is little wonder that the beginning teacher does not know on which side of the fence to graze. In the early part of Dr. Selby's article he writes, "Moreover, many business educators, as well as many outside observers, believe that business education is neither extensively nor practically vocational."

It is my belief that business teachers should come to some definite understanding as to the ultimate goal of the commercial curriculum. There is no other curriculum that is so much in a state of flux as the commercial curriculum. No other group publishes so many good periodicals or holds so many conventions and local meetings.

There is no such thing as the *status quo* in the fastest growing curriculum in the secondary school. Through the various organizations and publications, it should be possible to come to a definite understanding regarding the goal of business education.

The educators who establish other than vocational aims for business education do so as a defense for poor placement of graduates. All courses, if properly taught, will bring out the objectives of worthy home membership, good citizenship, better fellowship, "the good life," and "how to think." It is much easier to bring out these objectives in the business subjects than in the languages or mathematics.

Even though the market would have been flooded with graduates of business courses who have been trained from the vocational angle, it is better to have them trained for something than to be on the market without any job training at all. Quoting again from Dr. Selby: "They note that the teachers of business are largely lacking in experience in the work for which they supposedly train students."

I'll wager a small portion of my monthly salary there are more Social Security numbers among the teachers of business than there are among the teachers of science, languages, and mathematics. I would like to ask how many teachers of chemistry have actually worked in a chemical laboratory of a manufacturing concern. What percentage of language teachers have studied in foreign lands?

It is not always possible to hire teachers who have business experience. Many of those who have had business experience remain in business, where the possibilities for advancement and large salaries are better than in teaching.

Even though follow-up studies indicate that many business graduates are not in the field for which they are trained, it has only been during the past few years that guidance programs have been established. Most secondary schools now maintain a program of guidance and placement that will help eliminate the past discrepancies. Who will deny that the courses in the business curriculum may have assisted employees in obtaining their present jobs? Perhaps the training they received also prepared them for advancement in the field of their choice.

Although some educators feel that it is the job of the educational system to change the social order, very little can be done regarding the economic conditions governing employment. No blame can be placed upon the school if employment cannot be found for the business graduates. Much credit

should be given the youngsters for taking whatever type of work they can find.

Students are often shunted into commercial courses because there is no other place in the school for them. Administrators desiring to keep the college preparatory curriculum free of failures enroll students in the business courses and expect them to pass the subjects offered there. This can be accepted by the business teachers as a challenge.

The public and the businessman consider the business course vocational.

Tax money is spent for business equipment and teachers of business subjects with the explicit purpose of training young people for jobs in the community.

I sincerely hope that Dr. Selby's article will assist in bringing out more enthusiasm for vocational commercial education.

Comments by Ormond L. Guyer, High School, Pittsford, New York.

A twenty-one gun salute to you, sir! When is the rest of the profession going to awaken to the fact that "Business Education Is and Must Remain Vocational"?

Commercial Contests —V. E. Breidenbaugh

(December, 1938, pages 325-326)

Comments by Howard E. Wheland, Head of Commercial Department, John Hay High School, Cleveland, Ohio.

THE pros and cons of commercial contests have been discussed from time to time in the various business-education magazines. Everyone realizes that contests can be detrimental to the best interests of the students. Properly conducted contests, however, can aid the student (not to mention the teacher and the school) by broadening their concepts of business education, and by giving them a feeling of elation when they are successful, or encouraging their spirit of determination for harder work if they are unsuccessful.

Personally, I believe in special training for special groups, this special training to start as soon as the student would ordinarily begin vocational work, whether it be bookkeep-

ing, shorthand, typing, dictating machine or Comptometer operation, or any other vocational-skill subject.

The problems in a specialized trade school for commercial students are probably different from those confronting the commercial department in an academic high school. These cosmopolitan schools, however, should be able to carry out some of the same ideas in respect to the selection and training of their best students.

The general public measures the success of the commercial department by the success of the students who have completed the work in that department. Contests are a means of measuring instruction in different schools. When they are used otherwise, they defeat the purpose for which they were originally planned.

Some commercial teachers criticize the practice of training special groups to the exclusion of the rest of the group. The same teachers, however, would criticize a piece of equipment that was not up to standard. If they were employing help, they would refuse to hire any but the best. In many cases, where teachers have pupils do clerical work, they select those who can do the work without having to be told time and time again what to do and how to do it. In other words, they believe in selecting their material. The employer also wants selected material. Since this is true, it is the duty of the school to select and train those pupils most likely to be successful in commercial work.

One of the criticisms I have to make of some contests is that they do not, in any degree, measure the student's ability to take dictation at a rapid rate of speed. In many contests, the maximum rate of dictation is 100 words a minute; whereas many students can write much faster and transcribe the same matter accurately. But they have no chance to show what they can do, simply because the contest rules state that the dictation rate should be 100 words a minute, with, perhaps, 30 minutes for transcription. Students may be able to transcribe the material in much less time, but this fact is not recognized.

I agree with Mr. Breidenbaugh when he suggests a combination shorthand and typ-

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ing test to test the prospective employee on his ability to turn out mailable matter. This has already been done, however, in the tests prepared by the National Office Managers Association.

I do not agree with Mr. Breidenbaugh when he suggests forming contest teams and entering frequently into competition with other schools. That, in itself, is one sure way of causing students and teachers of different schools to become the very "best" of enemies. It would be just as logical to select a group from the music department and have them compete against another music department periodically; or a group from the English or Social Science Department and have them match their wits.

Some subjects—commercial subjects among them—lend themselves to competition more readily than others, but I would not like to see the contest idea overdone. In many cases, the very fact that a school has entered a contest has raised the standards of achievement for the entire student body. Contests do arouse the competitive spirit of the group.

The National Office Managers Association tests are in no sense administered for the purpose of matching your students against those of another school; and yet you can measure the ability of your students by comparing their scores with the scores of the rest of the group. Since one does not know what other schools are taking the tests or what students are competing, the element of competition is eliminated, and the possibility of any jealousy between teachers and schools is obviated.

I sincerely feel that most state commercial

contests contribute little to the advancement of commercial education or of the students who participate. One of the biggest farces in many state contests is the mass typing event, in which average rates have been set by some typing groups in excess of the best individual typist in the contest. The book-keeping tests, as well, can be criticized in that they offer too much theory and not enough material that will test the students' practical ability.

I do believe the contests held by the International Commercial Schools are worth while. I think that mistakes have been made, and probably others will be made, but, in the main, the contests are conducted and the papers scored under very rigid rules.

We have standing orders from many business firms in our community for our graduates who have been specially trained and who have competed in contests. At the present time, I do not know of any who are not employed. I think this speaks well of special training for selected students.

This special training should bring out the best in every student. Every one of the students, therefore, to whom the teacher is giving special drill should be encouraged, if not required, to reach the peak of his performance ability. That requires drill; and drill, by the way, is the whole idea in a nutshell. I have no faith in short tests as an end measure. Students should be able to turn out acceptable work requiring sustained effort.

If we continue to have contests, many changes can be made in conducting them and, certainly, radical changes should be made in the material used for testing the students.

Boston University Sponsors Conference

A CONFERENCE on commercial education was held on January 27 and 28 in conjunction with the annual education conference of the Boston University School of Education. The directors of the commercial education conference were Atlee L. Percy, chairman of the division of commercial education, and Paul L. Salsgiver, assistant professor of commercial education.

The discussions centered around successful plans and procedures for dealing with

current problems in commercial departments.

Professor Salsgiver presided at the meeting whose subject was "Problems of Student Teaching in Commercial Education." Professor Percy presided at the meeting on "Current Problems in Commercial Education."

Discussion leaders were Gertrude Roughsedge, Medford High School; Kelsey Atticks, Head of Commercial Department, Brookline High School; Edward J. Rowse, Commercial Co-ordinator, Boston City Schools.



Aims of Pennsylvania Business Education Association

ALTHOUGH lack of space does not permit us to publish reports of meetings of city and state teachers' associations, we are always glad to chronicle any helpful suggestions coming from one of these organizations so that others may be stimulated to more productive efforts.

The Pennsylvania Business Educators Association, now in its third year, has drawn up the following ten-point program, by which it aims to accomplish the purposes of its organization. This program has a definiteness and a timeliness to it that recommend it to the attention of other associations of a similar nature.

1. To foster a professional spirit among business teachers and to develop a group consciousness.
2. To develop a broader understanding of the general principles of learning and education.
3. To define and outline the term "business education" and to study its relationship to the field of general education.
4. To provide means for the improvement of administration, supervision, and instruction of business subjects.
5. To interpret business education, its values and requirements to school administrators, boards of education, and to the public.
6. To foster research and scientific measurement in business education.
7. To promote a program in business educa-

tion that will enlist the interest of the State Department of Education; that will be essentially of a secondary school nature; that will provide means to improve business education in the smaller high schools of the state.

8. To promote and develop educational and vocational guidance.

9. To maintain close and effective contacts with the field of business.

10. To render service to members of this Association through the dissemination of material that will be the outcome of the application of the above stated activities.

Pictured Above

Pictured above are the 1939 officers of the Pennsylvania Business Educators' Association and the Executive Council members who were in attendance at the Executive Council meeting of the Association on December 29, 1938, in the Penn-Harris Hotel, Harrisburg, Pennsylvania. From left to right they are:

Seated: Paul Swank, President, Treverton; J. L. Hoover, Vice-President, Altoona; Elizabeth Gintzer, Secretary, Harrisburg; K. Ezra Bucher, Treasurer, Mechanicsburg.

Standing: A. Park Orth, Executive Council, Bloomsburg; Clarence G. Enterline, 1938 President, Reading; W. C. Forney, 1936 President, Bloomsburg; Francis J. Hathy, 1937 President, Lancaster; S. Gordon Rudy, Southern Convention District Representative, Enola.



Central Accounting of Extracurricular Funds

CHARLES J. JENSEN

THERE are many ways of handling the money that comes to high school organizations through student activities, and it is the purpose of this article to describe the system successfully used by the Columbia High School, Columbia, Pennsylvania, for the past six years. The system to be described can easily be adapted to high schools of almost any size. Columbia High School enrollment is approximately 650.

Figure 1 charts the general organization and personnel of the extracurricular Central Finance System.

Central Finance System Officers

The Central Finance System officers, except the general treasurer, are senior commercial students. A member of the faculty in the commercial department acts as the general treasurer. On the first of April of each year, a new group of officers is selected from the junior class and trained in the routine by the preceding officers. The months of April and May usually give sufficient time for a training period under the retiring of-

ficers, and then the new officers are ready to perform their respective duties by themselves.

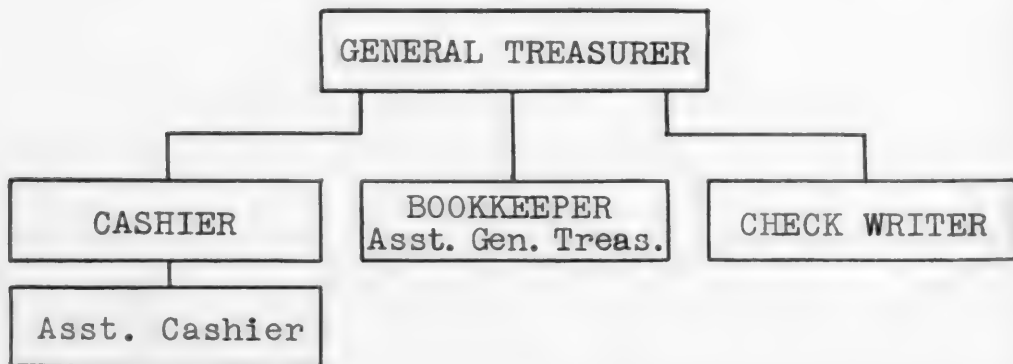
Because of the high degree of accuracy, dependability, and responsibility required by these offices, the general treasurer must use great care in selecting the officers. The plan of using commercial students provides a splendid opportunity for these students to develop many desirable business traits and to acquire some sound business experience. The number of assistant officers required depends on the size of the school.

The Equipment

The equipment used to operate this system is listed below. Item 6 has not always been used in the Columbia system and is not essential. An ordinary looseleaf ledger, with paper for pen and ink entries, was formerly used.

1. Ledger (CFS bookkeeper)
2. Cashbook (CFS bookkeeper)
3. General Journal (CFS bookkeeper)
4. Deposit Order blanks
5. Withdrawal Order blanks
6. Burroughs Posting Machine

FIGURE 1



7. Filing Cabinet
8. Club treasurer's journals.

General Operation and Forms

Every extracurricular activity is organized with the usual officers. The treasurer is the only officer of any club or activity who has any connection with the Central Finance System.

When a club has been organized, the treasurer reports to the general treasurer and asks for the necessary equipment with which to keep the financial records of his club. Each treasurer is supplied with the necessary journals and the blanks to record deposits and withdrawals. The smaller clubs or activities usually are given only a columnar cashbook and blanks. The larger organizations receive a special columnar journal, which will be discussed later. Each activity is assigned a letter to indicate its account title so as to obviate the necessity of writing the full name of the account in the Central Finance System Cash Journal and on the deposit- and withdrawal-order blanks.

After the club treasurer has received his equipment, the bookkeeper of the Central Finance System instructs him in the details of keeping the records for deposits and withdrawals, and how to fill out the necessary blanks when money is to be deposited or withdrawn.

The club treasurer is instructed to report to the bookkeeper at the close of school on the first day of each school month, at which time his cashbook and the stubs of his with-

◆ **About Charles J. Jensen:** Head of commercial department, Chester (Pennsylvania) High School. Degrees from Rider College, Trenton, New Jersey. Has published other articles in this magazine. Puts into practice his belief that townspeople should be kept informed of school activities. Has installed several accounting and office systems. Hobby: "Writing, woodworking, and running my son's electric train."

drawal and deposit blanks are audited, and the balance checked with the balance appearing on the Central Finance System ledger. If the balances agree, the club treasurer totals and rules his cashbook for the month.

To Deposit Money

Each club treasurer is supplied with a pad of white deposit-order blanks. When a deposit is to be made by a treasurer, he executes a deposit order (Figure 2) and stub. The deposit order and the money are then presented to the Central Finance System cashier, who accepts money at appointed times and an appointed place during the school day. The amount of money presented is immediately checked by the cashier in the presence of the club treasurer. If the club treasurer's deposit order is accepted as correct, the cashier puts his initials on the stub, thereby making the stub a receipt. The treasurer immediately returns to his desk and makes the entry in his cashbook from the deposit-order stub.

To Withdraw Money

Each club treasurer is supplied with a pad of yellow withdrawal-order blanks. When a

FIGURE 2

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| No. _____ \$ _____ To _____ 193 _____ For _____ Previous Withdrawals <table border="1" style="display: inline-table; width: 50px; height: 40px; vertical-align: middle;"></table> Amount This Check <table border="1" style="display: inline-table; width: 50px; height: 20px; vertical-align: middle;"></table> Total Withdrawal <table border="1" style="display: inline-table; width: 50px; height: 20px; vertical-align: middle;"></table> | <div style="text-align: center;"> NUMBER Columbia, Pa., _____ 193 _____ COLUMBIA HIGH SCHOOL Extracurricular Central Finance System </div> <div style="margin-top: 10px;"> PAY TO THE ORDER OF _____ \$ _____ <div style="text-align: right;">Dollars</div> </div> <div style="margin-top: 10px;"> Charge to _____ Approved _____ Adviser _____ Account _____ Approved _____ Principal _____ For _____ Distributing Officer _____ </div> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

FIGURE 3

| | |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| COLUMBIA HIGH SCHOOL EXTRA CURRICULAR CENTRAL FINANCE SYSTEM | COLUMBIA, PA. _____ 19 _____ No. 3001 |
| | COLUMBIA TRUST COMPANY <small>60-4+2</small> |
| | PAY TO THE ORDER OF _____ \$ _____ <div style="text-align: right;">DOLLARS</div> |
| | FOR _____ ACCOUNT _____ |
| | GENERAL TREASURER |

FIGURE 4

payment is to be made, the club treasurer must first have an invoice or bill. He executes a withdrawal order and stub (Figure 3). The order is presented to the faculty adviser of the club and to the high school principal for their signatures.

The bill must be presented with the withdrawal order for signature. If a formal bill is not presented by the creditor, the Central Finance System will supply a blank invoice form upon which the information about the purchase is recorded.

After the necessary signatures are affixed to the withdrawal order, the club treasurer presents it to the check writer and receives

a bank check (Figure 4), which is given to the creditor.

The stub of the deposit order (Figure 2) is arranged to show accumulated deposits to date after "Total Deposited." The stub of the withdrawal order (Figure 3), like that of the deposit order, is arranged to show the accumulated withdrawals to date after "Total Withdrawal." The treasurer finds the balance of his account by merely subtracting the total withdrawals from the total deposits, as indicated by the last stub of each pad. This balance must always agree with the club treasurer's cash journal.

(To Be Continued Next Month)

Housing Plans for School Contestants Completed

HOUSING arrangements for those who will take part in the International Commercial Schools Contest have been made at the Hotel Imperial, Broadway, and 31st Street, New York City. W. C. Maxwell, contest manager, announces that all contestants will register at the hotel headquarters and will

receive tickets of admission to the New York World's Fair, where the contest events will be held, on June 27 and 28.

Entry blanks and complete instructions about the contest can be obtained from Mr. Maxwell. Address him at the Hinsdale High School, Hinsdale, Illinois.



Required Courses For Business Students

BLAKE W. SPENCER

WHAT courses should be required of all business-education students?

The difficulties involved in trying to answer such a question are at once obvious. There can be no single answer. Required courses certainly would not be the same for the cosmopolitan high school in a large city as for a specialized vocational high school, a continuation school, a junior college, or a rural high school.

The size of the school and the amount of equipment available must be considered. The usual age at which pupils leave school in any given community would necessarily enter into the determination of the recommendations. The particular standards of efficiency in the business skills demanded for initial employment by businessmen in any locality must receive considerable attention, and these standards vary from business to business in the same community, to say nothing of variations between communities, large and small, in various parts of the country.

In this discussion, we shall assume that all pupils taking any work in the commercial department are business students. The first part of the recommendations will cover the type of business education that should be common for all pupils, regardless of future vocation.

Fundamental Considerations

It should be evident that the required courses recommended by any individual will be largely determined by his educational philosophy and personal bias. In order to give meaning, then, to the recommendations that will be given later, it is advisable that

a few personal points of view be stated.

The total amount of the student's time available for specialized training in the high school should be small, in order to allow for those excellent educational values which should be derived from literature, science, the applied arts, home economics, and other necessary subject matter in the pupil's educational program.

Aside from all other considerations, in the long run such a program is much better than a highly specialized program, both as preparation for making a living, and as training for more complete living.

Furthermore, consumer education is not essentially a business subject, but should be given independent of departmental lines. To it, business education would contribute some valuable materials.

In looking over the required work suggested in the following paragraphs, some readers will no doubt note with wonder the absence of courses in personality development and further work in the fundamental processes, since businessmen so strongly urge more attention to these elements in the preparation for business.

Personality training is, of course, of prime importance, yet it is probably best attained as one of the outcomes of all subjects of instruction, rather than from a distinct course offering. The same is probably true of penmanship, spelling, and English grammar. Teachers in all subjects should give attention to them if the work is to be done adequately for business preparation.

Space limitations do not permit a discussion of grade placement of subject matter but, in general, we believe that all materials

recommended for any group should be offered as near as possible to the time when they will be needed by the student. If this principle were followed, much subject matter frequently covered in early high school years would be placed in the eleventh or twelfth grade instead. Further reference to this principle will be noted later.

While it is a matter of common knowledge that course titles frequently mean little or nothing, limitations of space make it necessary to continue to use them in this discussion. As a matter of fact, much research will be necessary along many lines before we can be sure just what the most desirable content of any course may be. Even then, adjustments will be necessary in order to adapt the work to individual differences and to varying community needs.

Having summarized the difficulties involved and having indicated personal views that necessarily influence the recommendations, we now turn to the specific suggestions for required courses in business education, first for those who are in the commercial department for personal use and general information values, and second for those who have elected one of the four usually recognized avenues of entrance into the business world.

General or Personal-Use Business

There will probably be almost universal agreement that all pupils should take at least one semester of typewriting, for today there are only two classes of people—those who type and those who wish they could.

Much emphasis should be placed on personal use values in this term's work. The literature of business education contains many valuable suggestions for the content of such a course. Special textbooks are available.

In addition to typing for personal use, all pupils should have a course in certain general business fundamentals which should be known by all. Much of this content is already in such courses as general business training.

In localities where most pupils remain in school long enough to graduate from high school, as they do in California, much of this

◆ *About Blake W. Spencer:* Lecturer in education and supervisor of commercial subjects, University of California, Berkeley. Degrees from Nebraska Wesleyan and Teachers College, Columbia. Vice-president of the California Business Teachers Federation, a former director of the N.A.C.T.T.I. Has written several magazine articles. Co-chairman of committee which prepared California state outline for teaching shorthand. Hobby: all sports.

content—certainly such topics as life insurance, business organization, and checking accounts—should be given in the junior or senior year in high school rather than in the ninth grade.

Much research, however, is needed in the field of business education for all, for we know of no generally acceptable answer to the problems as to just what business topics or training should be the common property of all, nor is there any real agreement as to the best possible grade placement of such material. But we do know considerably more about it now than common practice would indicate, if we accept the principle that instructional material should be presented as near as possible to the time of immediate need.

The Vocational Curriculum

For the vocational pupils in business education, we shall endeavor to avoid meaningless generalities in our recommendations, but at the same time we shall try not to be too specific in a field of so many variables.

We have accepted the usual four avenues of initial commercial employment—namely, stenography, bookkeeping, salesmanship, and clerical work—and shall indicate our suggestions for required courses for each, keeping in mind that pupils who take these courses will also have had the work recommended above for all pupils in the department.

Where work in business mathematics is listed, the assumption is made that pupils entering the course have at least a fair knowledge of the fundamentals of arithmetic. In English for business or business letter writing, likewise, a fair knowledge of the fundamentals of English grammar is presupposed before the pupil enrolls in the course. Where this background knowledge is lacking, the courses will have to be length-

ened sufficiently to make up the deficiency.

Further, since it is a matter of common knowledge that girls in the business world are essentially the machine operators, machine operation would be given more attention in the training program for girls in such a course as office practice than would be necessary for the boys taking such courses.

The Secretarial Curriculum

Although there must be considerable variation in standards to meet business demands in various localities, in general the ability to type about 50 words a minute should be required of the student who is preparing for secretarial work. This would demand about three semesters of typewriting.

Typewriting should be followed by required office practice, which would include advanced typewriting, filing, simple secretarial record keeping, and a study of the most commonly used office machines of the community.

Shorthand sufficient for initial contact jobs, or a dictation rate of about 100 words a minute (again differing in various communities) should also be required. This would probably involve two years of shorthand for the average high school, though the final semester might well be combined with secretarial practice of various types.

For this group, at least one semester of business letter writing should be required, to be taken just prior to entrance into transcription.

The Bookkeeping Curriculum

At least one, preferably two years of bookkeeping should be required, although there is evidence to indicate that one year is sufficient for the usual type of initial contact job today. Further training can be secured as needed for promotion.

At least one semester of business mathematics should be included for this group, as well as sufficient office practice to give elementary knowledge of the common office machines, together with simple methods in filing.

One full year of typewriting should be required.

Where community situations indicate

placement opportunities in the use of bookkeeping machines, girls should be given an opportunity to learn to operate them.

The Salesmanship Curriculum

A year's course in retailing practices and procedures should be required in the salesmanship curriculum. This course should drill on store arithmetic and practice in wrapping and packaging goods.

A course in general selling should be required (many writers in the field will not agree), with much emphasis upon oral English.

Care must be taken to see that this course meets local requirements and specifications for the training of salespeople. Needless to say, part-time co-operative training on the job, where it can be arranged, is a very desirable part of this general course.

The work here recommended as a requirement should not be a camouflaged course in personality development, nor should it be thinned out into consumer education, if the work is really given for sales training. It is real sales training, adapted to local store requirements, which is here recommended.

The Clerical Curriculum

This group should be required to take at least one year of typewriting, and additional work is desirable. One semester of business mathematics should be required, and one year of bookkeeping for its general vocational values. In addition, a short, intensive unit on filing and a semester on office machines should be required.

May we again point out that we believe these to be basic minimum essentials for an average high school situation. The resulting training indicated herein will admittedly be inadequate for any community where high skill and specialization are required for initial contact jobs. Insofar as possible, additional courses in business training on an elective basis should be offered for pupils who have selected any one of the majors in business education as listed above. Of course all schools cannot and should not try to give vocational preparation in the four commercial majors. It is better to give excellent training in two or three lines of work than

to do fair work in preparation for all of them or to concentrate too heavily on one.

The above program can be offered without sectioning in subjects such as business mathematics or bookkeeping. The same class section can serve the needs of various individual needs and choices by giving careful attention to individual adaptations.

It seems difficult to support the position, taken by some of our leaders in business education, that it is impossible to place vocational and non-vocational pupils in the same class without seriously impairing the instructional value to all. Even in a subject like beginning typewriting, there is no good reason why both vocational and non-vocational pupils cannot be adequately taught in the same class, with individual adaptations during the second half of the term.

In short, we would reduce required courses to basic essentials, adapt instruction to individual interests and needs, and offer as many additional electives in business education as the local situation would permit, without sacrificing the fundamental educational values for every pupil to be derived from broad training in several departments of the high school.

Comments on Mr. Spencer's Article

HARL R. DOUGLASS

Editor, B.E.W. Department for Administrators

Mr. Spencer has done well with a problem difficult to solve. As he points out, what he has written is his opinion and others may not agree. To me Mr. Spencer's opinion seems very logical.

I believe that all vocational business education students, with few exceptions, should be required to have the following minimum:

- 1 year of typing, of not less than six clock hours of practice each week for nine months.
- 1 semester, preferably one year, of business and consumer mathematics, chiefly arithmetic, taught preferably in the eleventh grade.
- 1 semester of English for business.

It may be argued that one of these three requirements may not be very essential in some types of occupations, e.g., business English in bookkeeping. But the dear "arguer" must not lose sight of the fact that "jobs attempted" and "curriculum followed in school" are not perfectly related. Many bookkeeping majors will be doing general office work, involving typing letters.

The planner of vocational curricula should not neglect the other needs of the learner—for health, home membership, citizenship, and leisure. Every business education student should be required to take at least two years of social studies, exclusive of history; a year of general science; and, preferably, also a year of biology. I see no logic or intelligence in the requirement of any foreign language or any mathematics beyond arithmetic, for vocational business education students in high school.

M. E. BROOM

*Assistant Superintendent, El Paso (Texas)
Public Schools*

There are two things to be considered: (1) the vocational training of the student and (2) the cultural training of the student. Too often we tend to forget that the working day does not occupy all of a person's time, and that the schools have an obligation to train persons for recreation as well as for a vocation.

We believe in requiring general science, since it gives a broad, if somewhat superficial, introduction to science and includes a treatment of such matters as are useful to the individual and of value as training for citizenship, health matters, sanitation, etc.

The mathematics requirement is commercial arithmetic, one year. Commercial arithmetic is no different from any other kind of arithmetic, except that it stresses the arithmetic used in commerce and avoids treatment of certain topics that might arise in a general advanced arithmetic course. Thus far, we attempt to give general training only, since we are attempting to reserve the students' major time allotment for specialized training in commercial subjects.

In English, we have required three years of work and recommended a fourth (partly because of the large percentage of our pupils from Spanish-American homes). This is not the academic English of the college preparatory and standard academic routes; rather, it is to be taken in speech, possibly journalism, and commercial English (two-year course). Just as we believe that every student going through our vocational route should know how to type (typing is an asset in almost any job), so we believe that ability to talk easily before a group, to write with ease and clarity (journalism helps in this), and to write correctly business reports, letters, etc., are assets in obtaining and/or holding a position. Our commercial English course includes one year of strenuous work with mechanics, grammar, and composition, and one year of functional writing, using commercial materials.

The weakness of our vocational route is that it does not provide adequately for the cultural training of our students, but we have attempted to bridge the gap between the two extremes of the vocational route and the college preparatory route with our standard academic route.

Summary of Research in Bookkeeping

EARL CLEVENGER

Head of Commerce Department, Central State Teachers College, Edmond, Oklahoma

DURING the school year 1937-1938, I did research work in the teaching of bookkeeping, under the supervision of Dr. E. G. Blackstone, at the University of Iowa. During that time, an effort was made to read and abstract every thesis that has been written on the subject of bookkeeping.

Following is a bibliography of the theses I read, which, in my opinion, made the greatest contributions to the teaching of bookkeeping. The list is not presented as exhaustive, but it is believed that it contains references to a major portion of those theses which have made the greatest contributions to the subject.

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(To Be Continued Next Month)

University of Chicago Conference on Business Education

THE sixth Conference on Business Education, sponsored by the School of Business of the University of Chicago, will be held at the University on June 29 and 30.

Previous conferences have been largely devoted to the problem of reconstruction of secondary school business education. During the present conference, a beginning will be made on the task of developing criteria by which administrative officers and teachers may evaluate the offerings in business in their own school situations.

A conference committee will occupy itself, on the first day of the conference, with digesting and getting into workable form the opinions of a representative group of curriculum experts, secondary and collegiate school administrators, classroom teachers, representatives of state departments, labor, and business.

At a public session on the second day of the conference, the findings of the work committee will be presented in the form of a tentative set of standards. Two formal talks will be made at this session, one on the general problem of setting standards, the second on the practical use of standards. Detailed announcement of the program and personnel of the conference will be made at a later date.

Your Co-operation Needed

If your school engages in any curricular or guidance practices relating to business education which you consider distinctive or which might be introduced in other schools, please send a brief statement of such to: Conference on Business Education, School of Business, University of Chicago, Chicago.



The Water Supply of Los Angeles

RUTH E. BAUGH, Ph.D.

WATER is a primary necessity of life. All communities, large or small, must possess a water supply adequate for domestic purposes, fire protec-

EDITOR'S NOTE—People dwelling in humid regions will profit by this article, No. 7 of our series on economic geography, which shows how Los Angeles first reaches out for water that flows 238 miles from the Intake at Owens River, and for an additional supply that flows 397 miles from the Lake at Boulder Dam.

Students of economic geography will find interest in comparative studies of the water supply of other large cities—New York, Chicago, Boston—and, especially in the home locality, of smaller cities. What are the advantages and disadvantages involved in the water supply of your home town?

—DOUGLAS C. RIDGLEY, Series Editor.

tion, and use in industry. For communities situated beside fresh-water lakes or streams, the problem is one mainly of distribution; but for those located in semiarid or arid regions, the problem is one of obtaining adequate water and of transferring it to needy centers of population.

When the equilibrium between demand and supply is disturbed by any appreciable increase in population or enlargement of industrial activity, an additional water supply must be obtained if the city is to realize its fullest possibilities of growth and development.

The city of Los Angeles presents an interesting example of the way in which a municipality has satisfied the water needs imposed by the tremendous increase in population

during the present century. The case is the more striking because this city is located in a region of low rainfall and limited local water supply.

Los Angeles was founded in 1781 as a pueblo (village) primarily for the production of grain for the presidios (military posts) established to guard Spain's frontier in Alta California. The site was determined by the presence of a small stream, the Los Angeles River, which supplied domestic and irrigation water to the pueblo.

The colony grew slowly under Spanish and Mexican regimes, but more rapidly with the coming of Americans following the conquest of the territory in 1848. Nevertheless, it remained an isolated agricultural hamlet until two transcontinental railroads gave it the advantage of competitive rates and initiated a migration to southern California that continues to the present day.

A spectacular increase in population occurred in the brief period of half a century, rising from 11,183 in 1880 to 1,231,000 in 1930. The result was the intensification of the problem of water supply, a problem that underlies the whole question of the continued growth or the arrested development of the city.

Despite heavy draft on water reserves, local supplies derived from the Los Angeles River and from wells met the demand until 1914. This was possible owing to the physiographic features in the vicinity, the form, structure, and arrangement of which contribute definitely to the production and conservation of water.

Twenty miles north of Los Angeles rise the San Gabriel Mountains. Their height (3,000 to 10,000 feet) and trend, which is transverse to that of rain-bearing winds, produce a fairly abundant precipitation on the windward slopes. Numerous small creeks flow out of the mountain canyons onto piedmont alluvial fans skirting the highland base.

Most of the water is absorbed by the porous gravels and percolates seaward, accumulating in rock-rimmed underground basins, which form enormous natural storage reservoirs, the most significant feature of southern California's local water supply. Water so conserved from winter rains is made avail-



Above. Owens Valley, California, near the intake of the Los Angeles Aqueduct. Owens River, in the foreground, is fed by many tributary creeks, which tap the high Sierra Nevada. (Department of Water Works and Supply, City of Los Angeles.)

Opposite. Section of the great Colorado River Aqueduct under construction. Water diverted from the Colorado River at Parker Dam will supplement present supplies of the thirteen member cities of the Metropolitan Water District. (Photo by Metropolitan Water District.)

Opposite Inset: Pine Canyon Siphon, one of the 23 siphons in the Los Angeles Aqueduct system, is 3,841 feet long and 9 feet in diameter. Water from Owens River is conveyed 238 miles over mountains and deserts to supply the City of Los Angeles. (Department of Water Works and Supply, City of Los Angeles.)

able by pumping through the following summer, and even through periods of years.

The easily recoverable surface and underground waters in the immediate vicinity of Los Angeles contributed substantially to the maintenance of agriculture as the outstanding industry of the region, and, until recently, they constituted, in addition, the sole source of domestic water supply. But long-continued withdrawal depleted the underground supplies, as indicated by the reduction of the original artesian area, the loss of the artesian head, and the lowering of the water level in wells. Several years of subnormal rainfall further reduced available water supply.

Climate is the geographic factor responsible primarily for the water problem of Los Angeles, and its twofold influence has served to accentuate the problem. The climatic features of Los Angeles—mild, equable temperatures throughout the year; warm, sunny

winter days, varied by occasional storms of short duration; calm, rainless summers, tempered by light fogs and refreshing sea breezes—have proved a veritable lodestone to the thousands of persons who have been drawn to southern California, and who, today, comprise an appreciable part of its permanent population, thereby increasing the demand for water.

On the other hand, prevailing sunny skies, cloudless summers, and mild, fair winters mean scanty rainfall and limited water supply. An average annual rainfall of only 15 inches indicates a deficiency, but the added fact that 95 per cent of it is concentrated in seven months means that stored water must be used to bridge the five-month drought. Moreover, great variability characterizes the rainfall, the annual precipitation ranging from 38.18 to 5.59 inches during the sixty years for which climatic data have been recorded.

A succession of years of subnormal rainfall forebodes disaster. Such a crisis occurred in 1903, when the accumulated deficiency of rainfall over a period of eleven years totaled 50 inches. This was the longest and severest drought of recent years. To make the problem even more serious, the population of the city was increasing greatly. The domestic water supply, dependent entirely on local sources, was rapidly depleted and, near the close of the dry period, a water famine was barely averted. In fact, during July, 1904, the daily consumption of water in Los Angeles exceeded the inflow into reservoirs by four million gallons.

Realizing the seriousness of the water situation, city officials and water commissioners of Los Angeles began to consider the enlargement of the water supply. They

About Ruth E. Baugh: Assistant professor, University of California at Los Angeles, A.B., University of California; M.A. and Ph.D., Clark University. Has investigated, as a special study, the Los Angeles water supply and writes from firsthand information. Author of an article on "Changes in Land Utilization in the Bishop Area of Owens Valley," in *Economic Geography*.

first investigated available sources in the valleys adjacent to Los Angeles but abandoned the idea of exploiting the water resources of the neighboring areas that were economically tributary to Los Angeles.

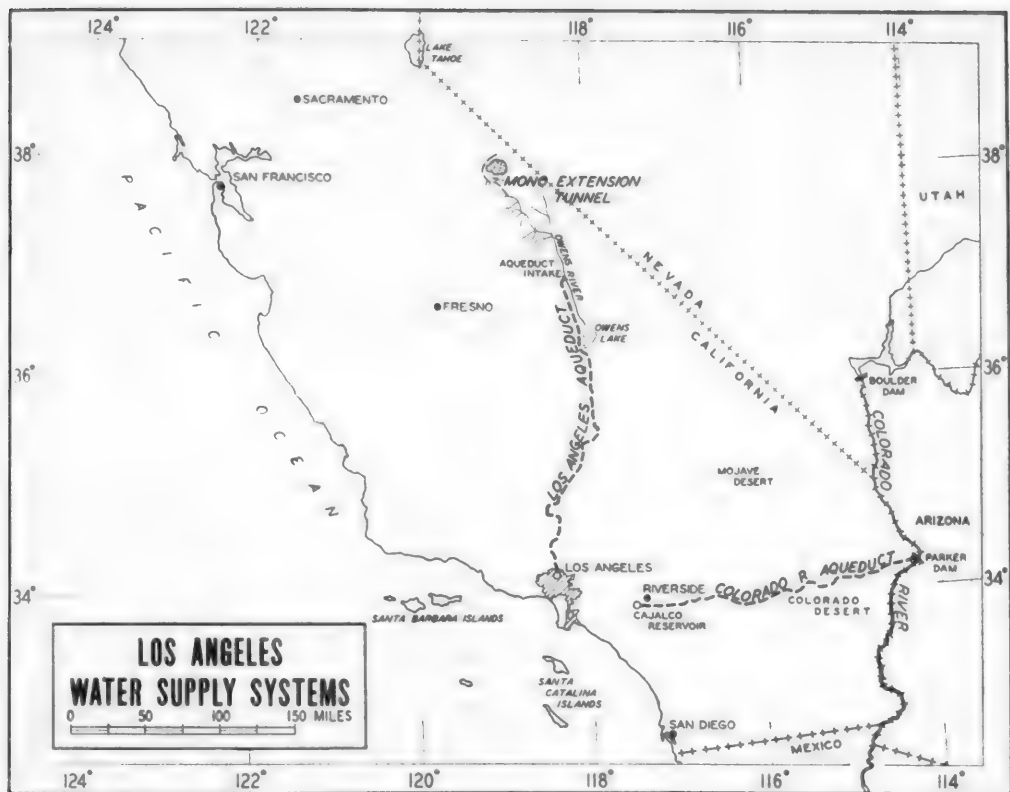
Owens River, 300 miles northeast of Los Angeles, was finally selected as the most feasible source, inasmuch as its tributaries tap the highest part of the Sierra Nevada, where winter snowfall is usually abundant, it is not subject to violent floods; and the water could be transferred to the city by gravity. In 1907, the citizens of Los Angeles voted in favor of a bond issue of \$23,000,000 for the financing of the Los Angeles Aqueduct, and within six years Owens River water was delivered into the city's terminal reservoirs.

The construction of the Los Angeles Aqueduct is a marvelous accomplishment when one considers the obstacles that were surmounted. The aqueduct comprises a chain of conduits—lined and unlined ditches, covered concrete mains, siphons and flumes, tunnels and vast storage reservoirs—that forms a system 238 miles long. Built through inaccessible and undeveloped eastern California, this stupendous project, audaciously conceived and efficiently executed, overcame the obstacles of great distance, mountain barriers, extensive deserts, deep canyons, and rigorous climatic extremes to deliver water to Los Angeles.

The consequent enlargement of the water supply in 1913 was expected to provide amply for many years, but the continued population increase pointed to the possibility of another serious water shortage. Estimates indicate that by 1960 the population of Los Angeles may reach 2,500,000 and that of the county 3,640,000. The present supply could not possibly sustain the anticipated number of future residents and support the demands of expanding industries.

◆ *About Dr. Ridgley, Series Editor:* Professor of geography in education, Clark University. Formerly director of geography of the A.E.F. University in France; headed the geography department of Illinois State Normal University. Fellow of the American Geographical Society. Holds the Distinguished Service Award of the National Council of Geography Teachers for "outstanding contributions to educational geography."





Sketch Map Showing Present and Future Water Supply Systems of Los Angeles

Of the present supply, 80 per cent comes from Owens River Valley sources and 20 per cent from local sources. Future needs will be supplied from Mono Basin streams and, eventually, from the Colorado River, diverted at Parker Dam into the Colorado River Aqueduct.

Anticipating the additional water requirements of the growing city, the Department of Water and Power of Los Angeles, in 1930, acquired properties and water rights in the Mono Basin, an area at the eastern base of the Sierra Nevada, immediately north of the Owens River drainage basin. From this region, the water of several mountain streams, which naturally discharge into highly saline Mono Lake, will be diverted through an eleven-mile tunnel under Mono Craters, and will join the waters of upper Owens River in Long Valley. Thence, southward, the water will flow to the existing Los Angeles (Owens River) Aqueduct, thereby enabling it to carry its full capacity.

Still another source remains for the Los Angeles metropolitan area, and that is the greatest river of southwestern United States, the Colorado. The construction of Boulder Dam by the Federal Government, while pri-

marily undertaken to control floods in the lower Colorado River and to regulate and impound its waters, will make available for the Los Angeles lowland 1,100,000 of the 4,400,000 acre-feet of water allowed the state of California.

Los Angeles, with twelve other southern California cities, is a member of the Metropolitan Water District, a confederation of noncontiguous cities organized to finance the Colorado River Aqueduct, which will divert water from the river at Parker Dam, 155 miles below Boulder Dam. The construction of this aqueduct, 242 miles in length from Parker Dam to Cajalco Reservoir near Riverside, will probably be completed in 1940. When the feeder lines to the thirteen cities of the Water District are finished, a billion gallons of water a day will be available as a further supplement to the present supply of Los Angeles and other cities.



HARRY I. GOOD
President



CONRAD J. SAPHIER
Vice-President



R. C. GOODFELLOW
Secretary



ARNOLD M. LLOYD
Treasurer

E. C. T. A. Convention

HOTEL PENNSYLVANIA, NEW YORK
April 5, 6, 7, 8

NEW YORK CITY—the miracle city—will welcome some 3,000 members of the Eastern Commercial Teachers Association as they gather the week before Easter to attend the forty-second annual convention of the Association.

Simon J. Jason, chairman of the general committee, has made arrangements for tours of inspection of New York's public and private schools on Wednesday afternoon, April 5, and all day Thursday, April 6. Those wishing to visit some of the leading mercantile or financial establishments or perhaps some of the semi-public or public-service organizations may do so.

It will help the committee to be of maximum service to the delegates if requests for tours are sent in advance to the chairman of the hospitality committee, Miss Marguerite McGuire, Bay Ridge High School Annex, Fourth Avenue and 63d Street, Brooklyn.

Vice-President Conrad Saphier promises a banquet and ball for Thursday evening, April 6, such as only New York City and its accomplished hosts could offer its guests.

The theme for the convention and for the yearbook, which is distributed free of charge to all members of the Association, will be "The Improvement of Classroom Teaching in Business Education." This year's yearbook will be Volume 12 of an outstanding



HON. H. B. WELLS



HON. F. H. LA GUARDIA

series, following an exceptionally well-planned program inaugurated in 1928.

In addition to stimulating talks and round-table discussions at the section meetings on Friday, April 7, there will be three general meetings — Thursday afternoon, Friday morning; and Saturday morning.

The Association considers itself unusually fortunate in being able to announce that among the speakers at the general meeting will be the Honorable F. H. LaGuardia, mayor of New York City, and the Honorable Harold B. Wells, judge of the Court of Errors and Appeals for the State of New Jersey. Both men will address the general meeting on Saturday morning, April 8.

Membership dues are \$2 a year. The treasurer is Arnold M. Lloyd, 1200 Walnut Street, Philadelphia, Pennsylvania.

President Harry I. Good and his official family extend to all interested in business education a cordial invitation to join the Association and to enjoy its convention activities next month in New York City.



Personality of a High School Supervisor

M. B. KENWOOD

Central High School, Paterson, New Jersey

DOUGLASS and Boardman¹ suggest the following desirable types of personal equipment for the supervisor:

As the educational leader of the school, he must have the vision to formulate a program for the improvement of instruction in the school. He must inspire confidence in the teachers, secure their co-operation in the supervisory program, and stimulate them into active participation in attaining the objectives.

To develop a supervisory project requires vision, initiative, originality, self-reliance, and industry. Confidence is based on belief in the supervisor's ability and fairness, engendered by such qualities as sincerity, frankness and genuineness. Teachers must feel that the same loyalty is given to them as is expected from them by the supervisor. Cordial, willing co-operation, which results in active participation in the supervisory program rather than passive acquiescence, is inspired by the confidence engendered in the supervisor and in his purposes. Enthusiasm, optimism, and ability to inspire the teachers with zeal for the supervisory program are essential qualities for motivating their active participation in the furtherance of the program.

In the development of the supervisory program, differences of opinion may arise concerning methods, procedures, or other aspects of the program, or concerning the duties, prerogatives, or responsibilities of participants in it. To meet these situations adequately, the supervisor must be well poised and possess such qualities as tact, adaptability, resourcefulness, fair-mindedness, self-control and open-mindedness. He must be courteous, respect the opinions of others and display the scientific attitude which suspends judgment until all the relevant facts are known, but he must be decisive and firm when decisions have to be made.

Such traits as friendliness, a sense of humor, and geniality are valuable in forwarding the supervisor's relations with other members of the corps. The avoidance of peculiar mannerisms or affectations and the habitual display of good manners and good grooming are also valuable assets in developing desirable contacts with others.

A forceful, attractive, dynamic personality is an asset of peculiar importance in supervision.

Burton² declares that a careful consideration of the many and varied duties of the supervisor and of the intricate problems confronting him, together with a realization of the importance of his whole activity, will supply us with a check upon the different lists of personal qualifications.

The dominating aim of supervision is the improvement of teaching. The co-operation of teachers is essential. The gaining of this co-operation calls for kindness, sympathy, and tact. Confidence is engendered by reliability and by sincerity. Loyalty to subordinates is just as important as loyalty from subordinates.

The supervisor must originate and carry through projects in teacher training, in the betterment of instruction, in the organization of curricula, etc. This calls for initiative, self-reliance, industry, and perseverance. These qualities must be accompanied by enthusiasm and optimism.

The co-operation of the teachers must not stop with passive acquiescence, but must be motivated and inspired to contribute and actively further the joint purposes of supervisors and teachers. This inspiration comes from a feeling of confidence, fostered by a supervisor's loyalty and sincerity, combined with energy, enthusiasm, and optimism.

Inevitably, there will be explosions, or at least friction and disagreements. These situations the supervisor must meet with tact, adaptability, resource, and infinite patience. A sense of humor is a vital and necessary part of a supervisor's make-up.

Whitney³ questioned fifty superintendents, principals, and teachers in Minneapolis and St. Paul and the vicinity, concerning the equipment needed by the school superintendent.

¹ Burton, W. H., *Supervision and the Improvement of Teaching*, page 393.

² Whitney, F. L., "Activity Analyses of the Work of the General Supervisor," *American School Board Journal*, December, 1922.

³ Douglass, H. R., and Boardman, C. W., *Supervision in Secondary Schools*, p. 517.

They considered the superintendent "general supervisor," including under this characterization (in addition to superintendents of small school systems) supervisory principals of graded and consolidated schools, principals of elementary and secondary schools, general supervisors of geographical units or of groups of grades in city systems, or any general supervisor, but not supervisors of special subjects.

In their judgment, the equipment of such a school officer might be analyzed as (1) personal, (2) social, and (3) professional.

1. *Personal Qualities:*
 - a. Qualities of leadership
 - b. General intelligence
 - c. Health
 - d. Tact in social contacts
 - e. Personal appearance
 - f. Ethical character
 - g. Common sense
 - b. Self-control under stress
 - i. Broad-mindedness
 - j. Initiative
2. *Social Qualities:*
 - a. Evidences of leadership in school and community
 - b. Interest in community problems
 - c. Interest in and understanding of both children and teachers
 - d. Ability in conversation
 - e. Loyalty to school and community
 - f. Interest and skill in extra-curricular activities
 - g. Specific training for social service
 - b. Ability to co-operate with associates and with patrons
 - i. Ability to use diplomacy in social contacts
3. *Professional Qualities:*
 - a. Academic and professional training
 - b. Valuable experience of all types
 - c. Executive ability
 - d. Knowledge of men
 - e. Skill in demonstration teaching
 - f. Knowledge of the principles of teaching
 - g. Evidences of professional interest and growth
 - b. Adequate acquaintance with child nature

These are given in the order of their importance as ranked by the fifty educators who, at the time, constituted a graduate class in the theory of supervision at the University of Minnesota.

Clement and Clement⁴ are of the opinion

⁴Clement, John A., and Clement, James H., *Co-operative Supervision in Grades Seven to Twelve*, pp. 33-56. New York, The Century Company, 1930.

that personal traits cannot be ranked in absolute importance apart from definite situations.

In his "contacts" with the teaching corps, the director or counselor of teaching who has such personal traits as open-mindedness, broadness, frankness, firmness, and other desirable characteristics has an incalculable advantage over the individual who lacks such traits.

The counselor who, in carrying out a program as a "leader," uses co-operativeness, initiative, power of analysis, good judgment, balanced perspective, systematic and economical procedure is likely to do a type of work superior to that done by the person who does not possess such traits to any large degree. . . . The relative importance of one characteristic or more is difficult to determine fully on the basis of subjective opinion alone, in advance of its expression in a definite, concrete secondary school situation.

This is to say, to reiterate, that personal traits of a supervisor may not signify very much when regarded in general and in the abstract. They need to become actualized or definitized in terms of specific schoolroom situations before it is possible to attempt to say how valuable they really are.

Again to repeat—good "judgment" or "initiative" or "co-operativeness" may be exercised in a great variety of ways or be expressed in a great variety of forms in a variety of supervisory activities. And then, too, in order to be more intelligible, these traits need to be analyzed into a number of possible sub-aspects. For example, such a trait as "executive ability" or "community interest" is composed of a number of subsumed elements.

The following eleven traits or characteristics, as reported by Land,⁵ are listed in the order of importance, as indicated by the combined ratings of 100 successful directors.

1. Leadership
2. Executive ability
3. Co-operation
4. Reliable judgment
5. Professional outlook
6. Tact
7. Sincerity
8. Progressiveness
9. Health
10. Kindness or sympathy
11. Personal appearance

Many of these qualities depend in large measure, of course, on native endowment, but every-day experience testifies that many of them can be cultivated in marked degree.

⁵Land, Lewis, "Duties, Qualifications and Responsibilities of Directors of Vocational Education," *Industrial Arts Magazine*, p. 52, Feb., 1926.

Burton⁶ outlines a scheme that may be used by teachers to express their judgment of the supervisor, or by the supervisor in self-analysis.

1. *Personal equipment:*

- a. Is he of pleasing manner and address? neat and clean in dress and appearance?
- b. Does his health interfere in any way with his efficiency?
- c. Is he optimistic and cheerful in the face of obstacles and difficulties?
- d. Is he a good thinker? Is his thinking constructive and alive, or does his mind run in a rut? Has he initiative? Is he adaptable and resourceful? Is he a reliable thinker, or scatterbrained? Can he take a situation or difficulty and reason through to a logical, helpful remedy? Is he broad- and open-minded?
- e. Is he good natured? Can he see a joke even when it is on himself? Is he irritable or able to maintain an even dis-

⁶ Burton, W. H., "Supervision and the Improvement of Teaching," Chapter 16. New York, D. Appleton & Company, 1922.

position? Does he carry an atmosphere of good fellowship, or does he depress?

- f. Has he a sense of justice?
- g. Are his integrity and moral fiber unquestionable? Is he frank or evasive?
- h. Is he prompt?
- i. Does he inspire you toward larger fields? Has he a personality that encourages you to do your best?

Ruby Miller⁷ lists the following essential qualities:

Besides these qualities—kindness, sympathy, tact, reliability, sincerity, loyalty, forcefulness, initiative, self-reliance, industry, perseverance, enthusiasm, optimism, adaptability, resourcefulness, patience—supervisors who have been most successful have had many of the following traits, also: A sense of humor, "common sense," industry, cheerfulness, agreeable manners, true teaching, democratic spirit, a desire for co-operation, reliable judgment, broad scholarship, attractive personality, lofty ideals, courage, poise, foresight, physical and moral cleanliness, and the spirit of helpfulness.

⁷ Miller, Ruby Amy, "The Human Element in Supervision," from M. A. Thesis, Teachers College. Oct., 1929, Vol. 16.

N. E. A. Department of Business Education News

THE Department of Business Education will hold its 1939 national convention concurrently with that of the N.E.A. in San Francisco, July 3 to 7.

The Whitcomb Hotel, advantageously located near San Francisco's Civic Center, will serve as headquarters for the Department. The business-education sessions will be held at the hotel, in the Mart Club, and in buildings in the Civic Center.

Because of the influx of visitors to the San Francisco World's Fair, hotel reservations will be at a premium. Reservations should be made immediately, through the chairman of the N.E.A. Housing Committee, 200 Exposition Auditorium, San Francisco. Ask for accommodations at the Whitcomb, and be sure to identify yourself as a member of the Department of Business Education.

The complete convention program will be publicized later. The tentative agenda are as follows:

- July 3, afternoon: General session.
- July 4, late afternoon and evening: Social affair.
- July 5, noon: Annual Department luncheon. Afternoon: Short general session, followed by special sessions sponsored by the Department and co-operating groups. Evening: Special group banquets.
- July 6, morning: Business-education breakfast. Afternoon: Sectional meetings and conferences; also annual business meeting of the Department of Business Education.
- July 7 will probably be set aside as "Teachers' Day" at International Exposition's Treasure Island in San Francisco Bay.

Morning and evening sessions during convention week will be conducted by the National Education Association. These will be of interest to all educators in general.

Occupational Index Ready

THE 1938 volume of the *Occupational Index*, complete with cumulative subject, author, and title indexes, is now available in cloth binding. It contains 1,751 new refer-

ences to literature on 300 different occupations. The price is \$6.50. The book is obtainable from the National Occupational Conference, 551 Fifth Avenue, New York.

LAST CALL FOR B. E. W.'s

WE write and fret about the fate of the brilliant student; we provide "opportunity rooms" for very backward pupils. But the majority of pupils belong in neither of those classifications and profit not at all by such special arrangements. They just go along.

Sometimes it seems that we do more worrying about getting the brilliant pupil to do his brilliant best than getting the average pupil to do *his* brilliant best. The superior pupil works with a positive incentive—he works upward toward "A." But Andy Average, in whom the fire of achievement has never been kindled, because "other fellows always get the highest grades," works with a negative purpose—to keep away from "F." He doesn't have to exert even his run-of-the-mine brain to the utmost to do that.

But sometime he is going to need to know how to use his mind to the very best advantage, because in a few years Andy Average will be Mr. Taxpayer, the sovereign voter, the earner of wages, the manager of businesses.

There are few enough occasions in his school life that call out the best in him. The BUSINESS EDUCATION WORLD's annual contest is one of the few. It provides the positive incentive that is usually lacking. In the contest, Andy Average is not competing hopelessly with his brilliant contemporaries; he is, he realizes, just doing his share to help his whole class compete with other whole classes. The will to co-operate requires him to use every last shred of native ability and all the hard-won skill you have taught him.

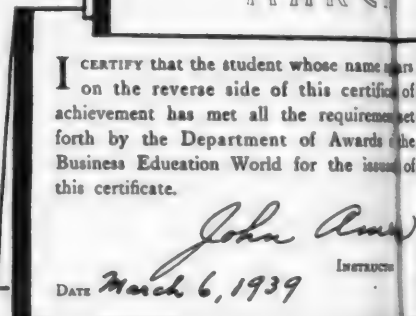
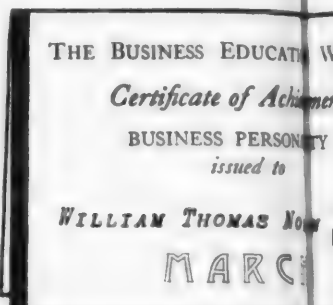
This is no time, he will realize, for letting go all holds on comma rules just because it's too much trouble to look them up. He will think twice before he lets a balance go without checking it.

There is nothing nerve-racking about this contest (except for the judges!) because the

6 Silver Trophy Cup

- Six Silver Trophy Cups for Schools
- Six \$10 Cash Awards for Teachers
- Six \$5 Cash Awards for Teachers
- No Entrance Fee

There is an attractive two-color Certificate of Achievement for each one of the five projects.



Front and Back of Certificate

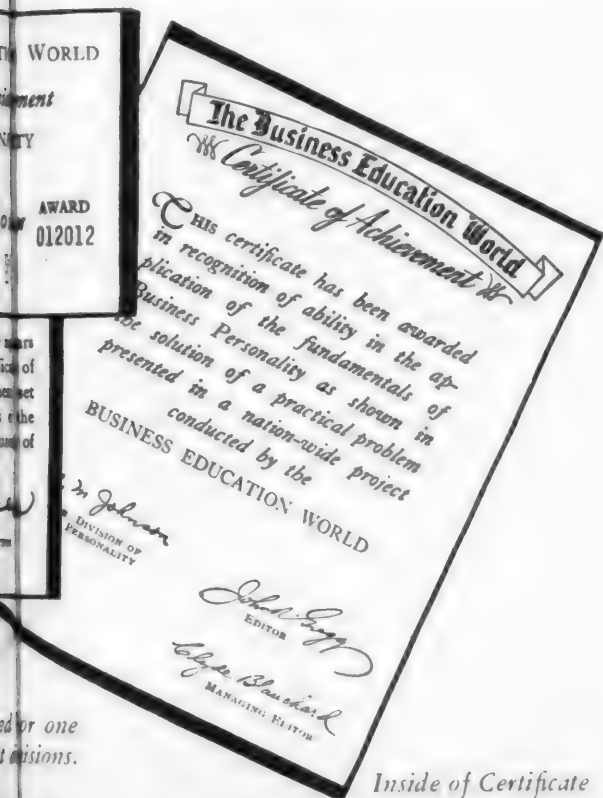
The six cups pictured below will be awarded each year to the first-ranking schools in the six contest divisions. Will one go to your school?



ANNUAL PROJECT CONTEST

and 108 Cash Awards

- Six \$5 Cash Awards for Students
 - Eighteen \$3 Cash Awards for Students
 - Seventy-two \$2 Awards for Students
- Fee Required



contestants' work is all done when they mail it. There are no trains for contestants to take, no audiences to fear, no visible competitors to distract the busy mind. And there is plenty of time—weeks of it—in which to do careful, conscientious, prideful work on the entries before mailing them.

We have been talking so much about the contest lately that we are sure you know there *is* one. You must have read about the method of judging, which gives small and large schools an equal chance of winning a silver cup. You know that there are five divisions in the contest—bookkeeping, business fundamentals, business personality, office practice, and business letter writing.

Probably you remember that whole classes are to enter, and that you can enter your classes in more than one of the five divisions if you want to do so.

You know, too, that there is no charge of any kind for entering the contest, but that your students *can* earn a certificate, too, if they wish to send the 10-cent fee as in the monthly projects.

We don't know how many students will send papers. Our figures for one normal month's projects, in which no prizes are offered at all, show that 9,600 project pamphlets were ordered, paid for, and mailed. Last year the contest attracted many more than that number of students.

There are many prizes, for schools, teachers, and individual winners; for the runners-up, there will be many Honorable Mentions, which deserve publicity in the newspapers of the winners' communities.

For all sorts of reasons, publicity is an excellent thing for teacher, pupils, and school. For the teacher, so that a prophet may have honor in his own country; for the school, so that parents can be startled into noticing what excellent returns they are getting for their money; for pupils, to give them cour-



age in looking for jobs, and to make the folks at home feel happy.

That is not the only outcome for the competing pupils. Because this contest, in all its divisions, is based on *class* participation, pupils learn co-operation. The ability to co-operate is an excellent trait in a business employee, and these are business students.

One thing we haven't told you is the nature of the contest problems. Just to whet your appetite for the complete problems, one copy of which will be sent to you free in pamphlet form at your request (see page ii), we append brief descriptions.

Business Letter Writing Project

Two years ago, the president of a big department store in a small town announced that he was closing his grocery department. Now he must restore it—but he must also "save his face." His announcement is the March project in business letter writing—an actual, typical problem, involving executive finesse.

The Business Fundamentals Project

The Business Fundamentals Project for March introduces Frank Learner, a student at Central High School. Frank works on Saturdays in the Output Department Store. Your students are invited to help Learner figure costs, mark price tags, and "wait on" customers.

This project provides excellent practice for all students of business.

The Bookkeeping Project

This month your students have an opportunity to keep books for the Rolling Grocer, a grocery store on wheels. From the March bookkeeping transactions, the student is called upon to make entries (purchases journal, sales journal, cashbook), post, prepare a trial balance, a profit-and-loss statement, and a balance sheet. The project is not too difficult for first-year students.

The Business Personality Project

Halfway between painful shyness and irritating self-confidence there is an enviable state called "poise." Most young people (and many older ones) lack it and wish they possessed it. The March project in Business Personality presents ten office situations requiring poise. This is not a test, however, but a co-operative study that will have lasting value for all who participate in it.

The Office Practice Project

Phone calls, appointments, reception of callers, and help for the boss in getting rid of visitors are part of the student's work in the project in Office Practice; the preparation of an expense account is also included.

(See the blank on page ii)

CONTEST RULES

IF teachers will follow these suggestions carefully, they will enable us to make prompt reports on the papers submitted.

1. The special B.E.W. project contest blank, properly filled out in duplicate, must accompany each contest club. Each blank contains space for the names of fifty pupils, and as many copies of the blank as you will need will be mailed to you with your contest material.

2. The contest closes April 14, 1939. Only those papers that are mailed by the close of business on that day can be given consideration. The results will be announced in the June B.E.W. All prizes, Certificates of Achievement, and keys will be mailed as soon as the awards have been made by the judges, but no report of the contest will be supplied prior to its publication in the June issue of the B.E.W.

3. Only the regular March B.E.W. projects in bookkeeping, business fundamentals, office practice, business personality, and business letter writing can be used for the contest. A free copy of the projects will be supplied to each participating teacher upon request.

4. A school may submit one club of papers in each division.

5. A club must consist of at least ten papers.

6. If, in any one school, more than one teacher of bookkeeping, for example, wishes to compete, all such teachers must combine their papers into one club. The papers should be arranged within each package under the separate teachers' names.

7. The contest judges will be Dr. John Robert Gregg, Clyde I. Blanchard, Miss Dorothy Johnson, Milton Briggs, Philip S. Pepe, Miss Jeanne Liss, and Miss Margaret Donnelly.

What Teachers Say About Our Awards Service

• • We are enclosing our order blank for the monthly projects. Our pupils have been looking forward to them and are eager to start the projects.

They were very proud of their certificates and their success is a great incentive to better work this year.

As usual, we shall request you to send the projects as early as you can, because mail comes but once a week.—*Sister Mary Agnes, St. Catherine's Academy, Belize, British Honduras.*

• • We are using the Personality Projects in the Vocations Club, which meets once a week. We feel that we need two meetings in which to discuss and get them into shape.

The girls have enjoyed working them out, and, whether or not they receive certificates, they have received benefit from them. Those who are taking beginning typing wrote theirs on the typewriter. The others are not enrolled in the typing class.

As you see by the letterhead, we are a boarding school and are all girls, so our answers will be somewhat different from the general public schools.

Thanks for the help in solving a hard problem.—*Alberta Balmer, Kentucky Orphan School, Midway, Kentucky.*

• • I am very much pleased with the projects, which have aroused considerable interest among the students, and there is no question but that they have served as a very good foundation for the study of business for immediate use.—*H. V. Lucas, Bethune-Cookman College, Daytona Beach, Florida.*

• • This morning we spent some time discussing your mimeographed letter, which accompanied the certificates. The comments and quotations were tremendously interesting, and we spent a very enjoyable and profitable half hour following up with your letter the work we had done in preparing the personality project.

I have tried using a textbook and a definitely outlined course for this purpose, and my experience thus far with your plan makes me feel that it is vastly superior. Another very important factor is the very definite character of the work in its relation to actual business conditions. Nothing could bring more closely into the life of students what actual experience in these situations is like.

For the development of judgment and an awareness of actual business situations, nothing could be more ideal. We endorse your Business Personality Project most heartily and look forward to the work in this subject with keen anticipation. All good wishes to you and your force. You have done a good deal to put life, vigor, and vitality into our program.—*Miriam A. Darrow, Principal, Cape Cod Secretarial School, Hyannis, Massachusetts.*

• • With the introduction of the project plan, the bookkeeping class has taken on a new interest and displays much more enthusiasm. The pupils, as eager as their teacher, are awaiting the results.—*Sister Mary Frances, School Sisters of Notre Dame, Chicago, Illinois.*

• • Ruth Winkley, of North Central High School, Spokane, Washington, tells us that she uses the personality projects as assignments in classes in senior English for commercial majors, and that she finds the projects fit very well into an English course, crowded as the schedule has to be. The project is assigned as soon as it arrives in the mail, and is worked by all students as a required part of the course.

• • The B.E.W. projects are such incentives to worth-while work that I feel I cannot get on without them. I do have a measure of success in this work, and honestly, I attribute most of it to your help.—*Sister M. Aloysia, St. Joseph's Convent, Lebanon, Pennsylvania.*

• • It is always interesting to see a new class begin something like this. I hope the projects are to be as interesting as they were last year—then the students' interest for the projects will last. I think our class should have more actual business problems, and these projects certainly fill that need.—*Ruby Oldham, High School, Saint John, Kansas.*

• • I intend to use the letter projects in my Secretarial Problems course. Before I began teaching (and also during summers since then), I did stenographic and secretarial work. I composed and answered about as many letters myself as I took from dictation. In addition, I wrote a lot of letters from such cryptic remarks as "Tell'em yes," or "Tell'em we can't." Sometimes I dictated the letters to a stenographer. For this reason, I feel that practice in letter-writing is a very important part of the training for a real secretarial position and I am therefore looking for good problems typical of the office situation.—*Helen McCormick, Assistant Professor, University of Tulsa, Oklahoma.*

• • Thank you for your thoughtful letter regarding the bookkeeping projects. This is to inform you that, as a result, my bookkeeping class of fifty students will undertake the projects, beginning with the October project. I requested a sample of the projects which I have not yet received. I hope it will come in the mail soon. Within a few days you will receive the necessary \$5 to cover the expense of the projects. I am enthusiastic about the whole idea, as well as the helpful spirit of your entire organization.—*Francis Northup, Cribou, Maine.*

"You Shall Not"

MARIAN W. SPEELMAN

Hammond High School, Hammond, Indiana

DISCIPLINE in its highest form is creative. Psychologists tell us that it should build rather than destroy, yet how many of us actually utilize it in our teaching as a creative, rather than negative, force? It is easier to say "You shall not" than "Make your decision yourself"—easier, because the result leaves no administrative doubt. Or does it?

Success in today's competitive business world depends very largely upon discipline in its most exacting form—self-discipline—which brings with it the ability to work without supervision. No teacher will question the value of self-discipline, but how can it be fostered in the commercial classroom?

"One is judged in life much more by what he does than by what he refrains from doing. The teacher's disciplinary ability will be rated by what he is able to inspire his pupils to do rather than by what he is able to make them refrain from doing."¹

The problem behind creative self-discipline, then, is primarily how to inspire our students toward right conduct goals.

One can never accomplish anything without beginning. The adolescent must be trained to act on his own judgment, from his own experience, and he must make his own decisions in the light of acceptable business conduct.

Teachers of business subjects have one big incentive on which to rely—an incentive that appeals to the students because they see its practical value. That incentive is, "In an office, it is done this way."

The ability to take responsibility, to do the job for its own sake, is one of the most valuable assets we can give our boys and girls, but one of the most difficult to impart.

Have you ever left a class to its own devices—walked deliberately out of the room?

¹ "Student Control," R. B. Miller, Hammond Public Schools booklet, December, 1938, Hammond, Indiana.

Did the class go on just as efficiently as before? Self-discipline of this type will never work unless the foundation is laid carefully.

In an attempt to make it function, students must first be shown the ideal situation. A large office where employees *work with a minimum of supervision* will provide it. The students are impressed by the sight of numerous employees, each going about his own business, getting the job done satisfactorily. What! No teacher admonishing the laggards? No laggards to be admonished?

The ideal office is one where employee incentives are used. Offices equipped with typewriters having stroke-recording meters imprint an indelible picture upon the minds of students who ordinarily have difficulty in concentrating on a ten-minute speed test.

Articles from magazines in which business standards are set forth are helpful, particularly if field trips are impossible or inadvisable.

Desire to Work Unsupervised

After the ideal has been shown, the problem is not one of rewarding good behavior, but rather of developing a desire to work without supervision, of making the student aware that he is an adult office worker "on his own," that his chances of failure or success depend upon the work he does on his own initiative, without constant supervision, and as a result of his own conduct and judgment. The high school pupil seldom fails to rise to the occasion.

In the beginning, it is well to leave specific work to be completed during the time the students are working without supervision. Later, as they develop a greater capacity for responsibility, some choice should be given in selecting the work they feel needs to be done to fit their individual preferences.

Idealistic? Yes, but a vital part of the growing-up process.



Capable Teachers Plan The Arithmetic Lesson

R. ROBERT ROSENBERG, Ed.D., C.P.A.

EVERY teacher, beginner or experienced, should plan *what* he is to teach, *when* he is to teach it, and the *procedure* that he is to follow in the classroom. This is especially true in these times of changing social and economic needs, revised curricula, increased classes due to extended school-age laws and lack of absorption of pre-high-school students in industry, the changing of textbook content to conform to business demands, and the new educational concepts of teaching and learning as emphasized by the scientific studies made in this field in the last few years.

For these and kindred reasons, every teacher, new and old, must be alert to our ever-changing social order and must reflect these changes in his classroom presentations so that his work may be productive of the greatest good for the greatest number of students.

He should prepare an outline covering the term's work, estimating the amount of work to be covered each week. He should make a daily lesson plan that will serve as an estimate of and guide to the amount of work to be completed in the classroom. The usefulness and benefits to be derived from such outlines and plans are enhanced, not by a dogmatic adherence to them, but rather by the ease with which they may be molded to the requirements of the class as a whole and to the needs of the individual members. Provision must be made for individual differences and for remedial instruction.

Mechanization of Classroom Routine

Efficiency in classroom procedure through the mechanization of classroom routine will improve the students' work and save time.

The writer does not favor blackboard work by the students, feeling that the results do not warrant the time and effort required. In classrooms where such work is done, however, a source of disorder would be avoided by having the blackboards numbered and assigning students by number.

Charts and illustrative materials should be at hand when needed. Paper and other supplies should be distributed systematically by prearrangement, and assignments for home work should be made at a predetermined time, not whenever the teacher happens to think of it or when the bell rings for dismissal.

In written work, a single-line heading should suffice, rather than elaborate headings and much ruling of paper.

Examples or problems should be dictated only when testing or when work in notation (the writing of numbers) is given. Sufficient problem work should be assigned to keep all students busy, the fast as well as the slow. Class time should not be taken to explain examples or problems worked correctly by a large majority of the students.

Supervised study should be encouraged. Rather than requiring all students to work together, the teacher should provide work for small homogeneous groups within the class. Long explanations should not be given in written form. Too much labeling and the use of unnecessary figures should be discouraged, and short methods and shortcuts should be used wherever possible.

Much time is wasted and needless effort exerted if the wrong types of examples or problems are used. Such problems are those in which the numbers are too large, the col-

umns needlessly long, or the fractions of a type that is seldom or never used. Problems of this kind result in absolutely no carry-over of fundamental skills or knowledges to other topics and are, therefore, worthless as learning instruments. Other groups of examples and problems of the same kind are those contrary to business or social experience and those involving obsolete or needless processes.

Methods of Teaching the Lesson

Let us assume that the lesson to be taught involves the various methods of checking the fundamental operations.

The teacher should review briefly, for motivation, the applications of addition, subtraction, multiplication, and division to business situations, such as the preparation of recapitulation statements; change making; cashbook and ledger work; determining profits on sales and net proceeds from sales; preparation of bank checking-account records, such as the checkbook stub and bank reconciliation statement; billing; preparation of profit-and-loss statements and other book-keeping records; and preparation of pay rolls.

Such an introduction as this tends to make the work to follow purposeful and meaningful. It emphasizes the social values of the subject, as it directs the student's attention to the importance of the fundamentals in his immediate preparation for future economic activity.

Discuss with the class the high standard of accuracy that is an absolute requisite for satisfactory work in arithmetical operations in the classroom and, later, in the office.

If the students are guided, through adroit questioning, they will come to appreciate the value of accuracy and the methods of checking for accuracy. Let them decide what would probably be the result if the billing clerk added incorrectly or made a mistake in the extensions on a bill; or if the clerk in the paymaster's department computed the payroll incorrectly; or if the bookkeeper figured the customers' balances erroneously, etc. Let them learn to appreciate through their own reasoning the necessity for 100 per cent accuracy in all their arithmetic work.

Present the preferred method of checking each of the four fundamental processes. Mention the other methods that may be used to check each process, and, if time permits, work one problem by each of these methods, pointing out by comparison the desirability of the preferred method.

Procedure in Presenting Lesson

Begin every lesson with a rapid-fire oral drill, of 5 or 10 minutes' duration, on the fundamental operations.

The oral drill will serve as a "warming-up" period, preparatory to starting the new work. This speed drill on the fundamentals may take various forms. The drills should be written on the blackboard and the students called upon to perform the operations indicated by *reading* the results orally. Interest may be added by using a stop watch in timing the students. A competitive spirit may be aroused by calling upon others to try to beat the record.

The value of the drill used will depend upon the ease with which it may be administered, the interest it arouses in the students, and the results in increased speed and accuracy in performing the fundamental operations.

The speed drill given at the beginning of every class period may be varied, for interest, by reviewing on alternating days one or more of the principles already studied in other topics. There is little or no retention without interest and attention. Variety in drill and class work will help to attain these two essentials of learning, and by making the drill applicable to the new work of the class session, will result in some transfer of the skill developed to the new work.

Following the speed drill, the home work of the preceding day should be checked and collected.

Several methods of checking students' home work have been found satisfactory. The following method is recommended:

Have students exchange home-work papers for marking purposes. Each student will write at the bottom of his neighbor's paper, which he is to mark, "Corrected by". This identification encourages exactness. Read the correct answers to the class, instructing the students to place a check mark (✓) after each problem that is solved cor-

rectly; and, if incorrect, to write the correct answer with a ring around it next to the answer on the paper.

The home-work papers should then be returned to their owners and two or three students called upon to copy, from their corrected home-work papers, representative problems on the blackboard. Each student sent to the blackboard should then be requested to explain to the class how he arrived at his answer.

This procedure will be productive of several results:

1. The principle and method involved in the solution of the problem will be reviewed.

2. A more lasting impression will be left in the minds of the students if they see the solution on the blackboard.

3. The readiness or lack of readiness of the student to explain the solution called for will indicate whether or not he did his own home work.

All these results will tend to encourage more individual work, will aid in self-expression, and will arouse the interest in the classroom proceedings that is so essential to the teaching and the learning function.

Following the collection of the home work, the new work should be presented.

Distribute paper or request the students to use their notebooks, and assign for class work at least one problem based on each of the new principles just presented. Instruct the students to show all work necessary to arrive at the solution of each problem.

After a reasonable length of time has been allowed the students for their class work, the teacher should place the solutions to the class-work problems on the blackboard or assign several students to copy their solutions on the blackboard. This will make possible a brief discussion of errors in the solutions and will clarify in the minds of the students any uncertainties in their understanding of the method to be used.

The presentation of the new work for the day should be followed by the assignment of the home work for the following day.

Although it is entirely possible, and even logical in some subjects, that the home work for the next day should be assigned at the beginning of the class period, in a subject like commercial arithmetic a proper motiva-

tion is achieved by making the home-work assignment immediately after the new work has been explained. This makes certain that the student will understand the assignment.

In order that the greatest amount of good may result from the assignment, it should not be longer than the time devoted to the subject in class and preferably not more than 20 or 30 minutes. The teacher should explain what is to be done, how the work should be arranged on the paper, how much detail should be shown, and should make certain that every student knows the purpose of the assignment.

Such time as may remain after the home-work assignment has been made may be used to good advantage in many ways. For example:

Depending on the time remaining, assign one or more problems, based on the new work to be solved in class, so that each student may be given a mark for class work.

In this way the teacher will be able to ascertain how effective his teaching was and whether any more class time will be required to reteach the subject. He will also learn how attentive his students were.

Also depending on the time remaining, assign for review one or more problems based on a topic previously covered in class.

Only by constantly reviewing can the students retain that which has already been taught.

A rapid oral drill on various topics and principles already studied may result profitably to the students.

A vocabulary drill is invaluable, as it has been found that much of the difficulty in learning is due to a lack of understanding of the terminology used.

A short drill in estimating answers should frequently be given by choosing problems for which the approximate answers can be estimated.

Such a drill promotes accuracy in problem solving and is a valuable asset. The student should be encouraged to check the reasonableness of the answer to every problem that he solves.

The time remaining near the close of the class period may be used for supervised study.

By permitting the students to start their home work, it is possible for the teacher to give individual instruction to those who missed work because of absence, or to slower students who find difficulty in keeping up with the rest of the class.

Measuring Progress and Achievement

At the conclusion of every topic, a test should be given to the class to measure the progress and achievements of the students and to determine where remedial instruction is needed.

The answers may be graded by the students by following the method suggested for handling home-work papers. After examining their returned (graded) papers, the students will be in a better position to ask questions intelligently. By analyzing the types of errors made by the students, the teacher will be able to modify the teaching plan to meet the needs of the students.

The foregoing suggestions are based upon the experiences of the writer in the classroom, and are presented only as examples of classroom procedure and practice that have been found to work satisfactorily. There is no intention or expectation that the teacher will follow the above presentation dogmatically and without change. The type of students in the class, the length of the class period, the physical effects of the room, the type of school, the time devoted to the subject—these and other factors are determinants in the methods to be used.

Only this one observation can be made with unalterable emphasis as an essential that calls for strict and absolute adherence in order that good teaching may result in maxi-

mum learning with a minimum expenditure of time and effort: The subject of business arithmetic should be taught not merely as abstract drills and operations, but rather as preparation for living.

The teacher should present it as a skill that finds its value in and derives its usefulness from actual living, by showing the application of its principles to life situations. It must be made real, living, vital.

The student learns best those arithmetical facts and principles that arouse his interests and that are within his comprehension. Every operation, no matter how elementary, must definitely be tied up with an economic or social activity within the sphere of the student's position in society and within his understanding.

Thus, the simple addition operation takes on a new significance when taught in relation to recapitulation statements and to the work of the ledger clerk, the billing clerk, the bookkeeper, etc. The value of developing skill in subtraction is enhanced when associated with the preparation of financial statements, bank reconciliation statements, the checkbook stub, etc.

Every topic that goes to make up the subject becomes meaningful and specific when it is associated in this way with the everyday activities of the student.

Only by avoiding stereotyped and mechanized teaching and by bringing to the classroom a vivacious interest and spirit in the subject, and an enthusiasm for the values that the subject affords, can the teacher inculcate in the students the desirability of mastering the study, and only then can real teaching result.

Teaching Aids Exchange Founded

TEACHING Aids Exchange, a co-operative organization open only to commercial teachers, has been launched by Cletus E. Zumwalt, instructor in the Modesto (California) Junior College; and John R. Humphreys, manager of Humphreys' School of Business and a member of the Board of Education of Stockton, California.

The purpose of the organization, as stated by its originators, is to exchange teaching plans and methods, provide testing materials, produce and distribute visual aids, and conduct a national commercial contest annually

for the students of the members of the organization.

Four 16mm. films on commercial education, which are already available through Teaching Aids Exchange, have been booked solidly for several months to come.

Contributions to an "Idea Exchange" section, to be featured in the organization's publication, *Teaching Aids Exchange Quarterly*, will be paid for in cash dividends.

Complete details of this new organization may be obtained by writing the directors, P. O. Box 242, Modesto, California.

Indiana Educators Honor Dr. John R. Gregg

At
Ball State Teachers College

THE golden jubilee of Gregg Shorthand, celebrated in all parts of the world throughout 1938, has overflowed into 1939. At the nineteenth annual conference of Indiana Business Educators, held February 10 and 11 under the auspices of Ball State Teachers College, Muncie, the banquet program was devoted to an appreciation of fifty years of service rendered business education by Dr. John Robert Gregg.

Dr. and Mrs. Gregg were the guests of honor. W. S. Barnhart, vice-principal and head of the commercial department of the Manual Training High-School of Indianapolis and president of the Conference, presided at the banquet. Dr. M. E. Studebaker, head of the department of business education of the college, was toastmaster.

Greetings were extended by Dr. L. E. Pittenger, president of the college. Felicitations

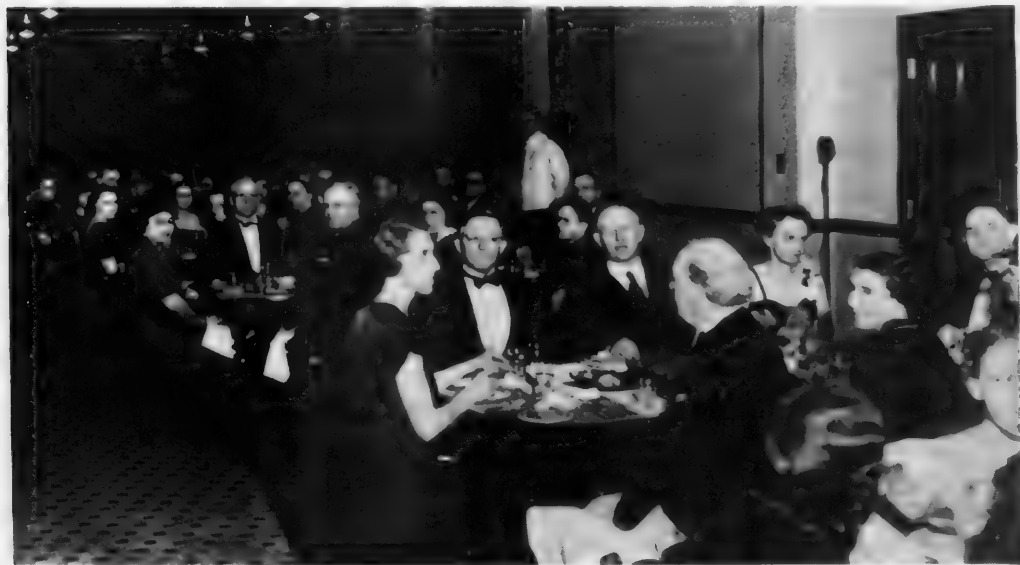


*Dr. Gregg Being Welcomed by
Dr. Studebaker*

were extended Dr. and Mrs. Gregg by representatives of the United States Office of Education, the State Department of Education, the high schools, colleges, and universities of the state of Indiana.

Dr. B. Frank Kyker, Acting Chief of the Business Education Service, representing the United States Office of Education:

In my position in the United States Office of Education, I am supposed to speak for and represent the business-education teachers of the country. I am not always sure that I represent the consensus of all business-education groups on all occasions, but there is no doubt that I can feel that I represent



The Conference Banquet in Honor of Dr. Gregg

First Table, Left to Right: Mrs. M. E. Studebaker, Dr. B. Frank Kyker, Dean Ralph Noyer, Mrs. John Robert Gregg, Dr. M. E. Studebaker, Mrs. Ralph Noyer (only part of head showing), Inez Ahlering, Dr. John Robert Gregg. Second Table: Mrs. W. S. Barnhart, Dr. L. A. Pittenger, Dr. Grover VanDuyn, Irma Ehrenhardt, Mrs. Pittenger, W. S. Barnhart.

my professional associates 100 per cent and business-education teachers 100 per cent when I bring to Dr. Gregg words of greeting, appreciation, and recognition. In his contribution of a rapid and fluent and natural system of shorthand, I am confident that you will agree with me that Dr. Gregg has done more to make popular the stenographic and secretarial phase of business education than any other one man or group of men in the United States.

I am not going into details about the contribution of Gregg Shorthand through the thousands of Gregg Shorthand writers in facilitating the recording and the communicating aspects of business operation, distribution, and business exchange. Dr. Gregg, as important as these contributions are, and as closely related as they may be, it seems to me that these contributions are less important than the quality, the prestige, and the dignity of business education that has been made possible through the quality, poise, and leadership shown by you in the field of business education.

Dr. Grover VanDuyn, Assistant State Superintendent of Public Instruction, representing the State Department of Education:

I am happy to be here and to bring you greetings from the State Department of Public Instruction of Indiana and from Mr. McMurray, state superintendent of schools. He is sorry that he could not come.

I am glad to have a part in the educational system in this state. We have about 800 high schools. All of them that teach shorthand, teach Gregg Shorthand.

Miss Inez Ahlering, Francis Joseph Reitz High School, Evansville, and president-elect of the Conference, representing Indiana's Public Secondary Schools:

It is my happy privilege to extend greetings to Dr. Gregg from the secondary schools. To commemorate the golden jubilee of Gregg Shorthand, to pay tribute to Dr. Gregg, is to bring before us, if you will, that vast army of boys and girls—many of them men and women now—who have played such a major part in the history of Gregg Shorthand.

Seeing boys and girls grow in Gregg Shorthand, eagerly watching them find places in the business, industrial, and professional world, and sharing with some of them the joy of moving up and up—yes, even beyond their teachers—to positions of leadership in their respective fields, are joys that pass understanding save only by the classroom teacher.

These happy experiences, Dr. Gregg, the secondary schools would write in your memory book of fine accomplishments through Gregg Shorthand, with the hope that the measure of joy and satisfaction that comes to you from a service that helps others realize worthy objectives, will be filled to overflowing.

Miss Irma Ebrenhardt, State Teachers College, Terre Haute, and past-president of the Conference, representing the colleges and universities:

It is indeed a pleasure to extend greetings on behalf of the colleges and universities to you, Dr. Gregg, and to you, Mrs. Gregg. Mrs. Gregg, you, too, have had an important part in the success of Gregg Shorthand.

Indiana is 100 per cent Gregg Shorthand. Manchester College was one of the first colleges to inaugurate shorthand in its schools. Our state teachers colleges, Indiana State and Ball State, were second. Indiana University came next.

We are very enthusiastic Gregg Shorthand writers in Indiana. We owe much to you, Dr. Gregg, for what you have contributed to the teaching of shorthand as well as to your system.

Dr. Gregg acknowledged these greetings with heartfelt appreciation and briefly related the fascinating story of the origin of Gregg Shorthand.

At the time of going to press, the complete report of the Conference proceedings had not been received. Saturday's program consisted of sectional meetings and morning and afternoon plenary meetings.

Among those addressing the Conference were Dr. Kyker, Dr. Noyer, Dr. Gregg, and Robert H. Myers, president of the Indiana Bankers' Association.

Charles W. Kitt

WE regret to have to record the death, from a heart attack, of Charles W. Kitt, at his home in Baldwin Park, California, on January 9. Mr. Kitt was seventy-two years of age.

Mr. Kitt was a noted teacher of Munson Shorthand forty years ago, and the author of a shorthand dictionary for that system. He was then head of the shorthand department of the Metropolitan Business College, Chicago, which was at that time one of the largest private business schools in the world.

Mr. Kitt became interested in Gregg Shorthand and studied it under the instruction of the author, with Rupert P. SoRelle. The following year they both joined the faculty of Gregg School. Mr. SoRelle and Mr. Kitt collaborated on the authorship of

Words: Their Spelling, Pronunciation, Definition and Application, which was first published in 1911. It had a new and original plan, and became extraordinarily popular.

A few years later Mr. Kitt went to California, where he taught in several high schools. For about three years he was connected with the famous Oahu College, Honolulu.

At the time of his death he was a part-time teacher of shorthand and bookkeeping in a secretarial school. His wife passed away twenty years ago. He is survived by two sisters, who live in Albion, Indiana, where Mr. Kitt was born.

A host of his former students will mourn the passing of an able and conscientious teacher.

William Henry Shaw

WILLIAM HENRY SHAW, founder and president of the Shaw Schools of Toronto, Canada, died in St. Petersburg, Florida, on January 4.

Mr. Shaw was born in Kent County in 1858 and received his early education in the local schools, in which he later taught for eight years. When he was twenty-six years old, Mr. Shaw joined the faculty of the Chatham Business College and, three years later, in partnership with the late W. J. Elliott, he established the Central Business College in Stratford.

In 1892 Mr. Shaw, in association with Mr. Elliott, organized a business school in Toronto. This school was the first in a chain of twelve schools, all located in Toronto, that have had a vital influence on

education in general and business education in particular in Canada. In 1901 Mr. Shaw founded the Shaw Correspondence School, which extends its enterprises throughout the world.

Despite his eighty years, Mr. Shaw retained the personal direction of his schools, as well as maintaining an active interest in church and civic affairs and in the affairs of the many fraternal organizations of which he was a member.

Mr. Shaw is survived by a daughter, Mrs. J. F. M. Stewart; and two sons, E. R. Shaw, president of the Detroit Business University; and W. R. Shaw, director of the Shaw Schools, Ltd., of Toronto. To them, and to his friends and business associates, we extend our heartfelt sympathy.

William J. O'Shea

DR. WILLIAM J. O'SHEA, superintendent of schools of New York City from 1924 to 1934, died at his home on January 16.

He had served the schools for forty-eight years when he was retired as superintendent, in 1934.

Dr. O'Shea was noted throughout his career as an executive and organizer of unusual ability. For his work during the World War he was made Chevalier of the French

Legion of Honor and a Knight of the Order of the Crown of Belgium.

He was one of the founders of the New York Academy of Public Education and served as its vice-president for many years. He held office in important city and state teachers' organizations and had been chairman of the membership committee of the National Education Association.

His death is a great loss to education.

Personal Notes

WALTER F. DOWNEY has been appointed by Governor Saltonstall to the office of state commissioner of education of Massachusetts. Mr. Downey succeeds James G. Reardon.

Always interested in the department of education, he had urged the governor to appoint another man to the position; but, although he was reluctant to leave the famous Boston High School in which he has rendered splendid service, he was prevailed upon to accept the appointment. Commissioner Downey said that he had no plans for drastic revisions in the administration of the department.

As a student, Mr. Downey won high honors. He earned his A.B. degree at Amherst College, *summa cum laude*. He was elected to Phi Beta Kappa in his junior year.

In addition to his scholastic achievements, he won his letter on the Amherst track team and was an editor of the college weekly. An editorial writer of the *Boston Herald* described him recently as "an educator of integrity and ability" and stated that "his standing in the local, state, and national fields is such that educators everywhere will regard the appointment as ideal."

MISS MARY ETHEL BEAMER has been appointed to the business-education staff of the State Teachers College, Shippensburg, Pennsylvania. This addition brings the business-education faculty up to four in number as the department celebrates its first birthday. N. B. Curtis is director.

Miss Beamer holds degrees from Baylor University and Columbia University, attended Southwestern University, Los Angeles, and studied for a year at the University of Hawaii. She has taught in elementary and high schools and has had varied business experience.

RUBY V. PERRY, principal of M. C. Hanson Normal School, New Orleans, was honored recently in a radio program entitled "Roses to a Lady," over Station WWL.

The tribute was one of a weekly series honoring women who have achieved distinction.

Miss Perry was head of the commercial department of Wright High School for many years and organized the commercial work in three New Orleans high schools. In 1924, she became principal of the first exclusively commercial high school for girls in the South, the Joseph Kohn High School of Commerce, of New Orleans.

In 1929, Miss Perry became principal of the Henry W. Allen High School, which was founded to meet the steadily increasing de-

mand for commercial training. She inaugurated the first post-graduate secretarial courses offered in the New Orleans public schools.

Miss Perry holds the degrees of Bachelor of Commercial Science, Master of Accounts, Bachelor of Philosophy, Master of Arts, and Registered Public Accountant. She has served as president of the Louisiana State Teachers' Association and is a life member of the National Education Association.

J. DEWBERRY COPELAND, assistant professor of business education, University of Florida, Gainesville, has been awarded the degree of doctor of education in business education by New York University, New York City. His previous degrees were granted by the University of Florida.

Dr. Copeland has written several articles for magazines on commercial education. He is a former president of the Florida Commercial Teachers Association and has served as a member of the Southern Business Education Association.

W. REQUA BRYANT, president of W. Bryant and Stratton College, Chicago, has announced the appointment of T. C. Swiger as principal and manager. Mr. Swiger has been assistant manager and registrar of the college for ten years. He succeeds F. W. Hazleton, who retires after twenty-five years of service.

It is interesting to observe that President Bryant represents the third generation of his family to attain the presidency of the institution.

J. C. SPRINGMAN has resigned his position as director of commercial education in Pontiac, Michigan, to join the faculty of Michigan State Normal College, at Ypsilanti. No successor has yet been appointed in Pontiac.

Mr. Springman's new duties will be concerned with the development of a department that will provide for the training of commercial teachers for the high schools of the state.

MRS. MARGARETE CLARK, Director, Los Angeles Board of Education, and an active member of the California Business and Professional Women's Federation, has been appointed by Governor Olson to a cabinet position in that state. As director of industrial welfare, she will have charge of the enforcement of women's wages-and-hours laws. She has a national grasp of and acquaintance with laws and conditions affecting labor relations between employer and employee.

Consumer Education Notes

RAY G. PRICE

Assistant Professor of Commercial Education, University of Cincinnati

AN appeal to readers who are actually teaching consumer education to send in a brief outline of their course as well as some of the teaching techniques used has born fruit.

These contributions will be passed along to you from time to time, for I am sure you will find them helpful in your own work.

From the Middle West

Robert Finch, of the Shore School, Euclid, Ohio, covers the following topics in his course:

1. The Consumer—His Place and Importance
2. Why People Buy
3. How People Make Up Their Minds to Buy
4. How Our Financial System Operates
5. Family Budgeting
6. Investments
7. Insurance
8. Transportation and Communication
9. Standardizing and Grading
10. Marketing System
11. How Prices Affect Us
12. Buying and Selling on Credit
13. Rules of Buying
14. Buying Goods (clothing, meat, canned goods, etc.)
15. Buying a Home
16. Selecting Motion Pictures
17. Protection of the Consumer—Government and Private
18. Advertising—Consumer's Viewpoint
19. Frauds and Rackets
20. Forms of Business Organization
21. Organizing One's Own Business
22. Choosing a Life Work

Mr. Finch says, regarding his experience in teaching the above units:

"I like the laboratory-studio plan of teaching consumer-business education and have been trying to develop it as much as possible. The idea is to get away from the traditional type of class recitation—questioning the students to see if they have read the lesson for the day. There is so much material available in the field of consumer-business education that the laboratory plan seems to me quite effective."

It is interesting to note that Mr. Finch says that there is an abundance of material available in the field. It was only a very few years ago that the material for such a course was extremely limited, and some of that little was questionable for high school use.

Let us continue with Mr. Finch's interesting and practical suggestions:

"I assign small groups of students to study various sub-units and report their findings to the class. For example, material sent out by the Government or by private agencies, such as the Better Business Bureaus, makes excellent material for these study groups. The school library gets the books we need, which makes it possible to carry out the plan with suitable material."

I am glad to notice that Mr. Finch has discovered the Better Business Bureau a helpful source. Consumer-education teachers will find their local Better Business Bureau a very valuable contact.

Mr. Finch continues: "One of the most important principles in the demonstration of merchandise is to let the customer handle the goods. Why not apply this same principle to our teaching and permit the students to put into practice the facts they have studied? Regardless of how good a textbook may be, the course will be only partially efficient unless the students can carry out projects in the thing they are studying. This is one subject that must be made practical or interest is lost.

"Field trips have been used most effectively. They are very valuable when properly planned and followed up with discussion. The school provides a bus for such trips.

"I find that guest speakers, such as local real-estate men, for example, can contribute much toward such a unit as 'Buying a Home.' Unfortunately, we as teachers cannot be classed as specialists in all the units that we teach in our consumer-business

course. An outside authority can be of great benefit in developing many units.

"Student experiences, or the experiences of their families, can contribute much to the class, especially in the buying of goods, financial services (such as loans), and other consumer experiences. Students seem quite willing to tell how Dad got taken in on some fake investment. Dad probably wouldn't appreciate the fact if he knew what daughter was telling in school."

From Out of the West

In Sequoia Union High School, Redwood City, California, a unit in consumer business education is required of all ninth-grade students. According to Joseph DeBrum, who teaches the consumer-business unit, this unit emphasizes that phase of education which deals with the student as a buyer and a user of commodities and services. Experiences paralleling those of the student's present life as a consumer determine, for the most part, the contents.

Some of the topics covered by the course at Redwood City are:

Part I. Investigation of Consumer Services and Products:

1. Door-to-door selling
2. Advertising: types, analysis
3. Deceptive packaging
4. Cosmetics and patent medicines
5. Sources of consumer information.

Part II. Paying for Goods and Services:

1. Budgeting
2. Bank services
3. Postal services
4. Credit and installment buying
5. Automobile costs.

Practical projects and investigations are carried on by the students under the direction of Mr. DeBrum.

A News Letter

The Consumer Institute, of Stephens College, Columbia, Missouri, is publishing a *Consumer Education News Letter*. The first issue (January, 1939) discusses the purposes of the Institute, reviews the Harap Survey of seventy-one courses in consumption, and

presents an editorial on consumer education by Dr. Cassels, director of the Institute. One entire page is devoted to consumer books and pamphlets. The center sheet is prepared for classroom use. Present-day consumer problems are discussed with references to current magazines listed.

The *News Letter* is free to teachers. You will find this monthly publication interesting and helpful.

Everybody's Doing It

It is interesting to watch the various agencies bend their efforts toward the education of the consumer. Government, schools, and business are, with increasing vigor, doing their bit in their own individual way to advise and help the consumer. The movement is gaining momentum at every turn.

The Consumers' Counsel of the National Bituminous Coal Commission is preparing a series of booklets under the title of *Consumer Ideas*, designed to give the coal consumer valuable tips on the purchase and use of bituminous coal. Three of these booklets are ready for distribution. Single copies of "How Much Heat," "The Consumer Speaks," and "Know Your Coal" may be obtained free, until the supply is exhausted, from the Consumers' Counsel, National Bituminous Coal Commission, Box 483, Washington, D. C.

A recent publication of the Consumers Counsel Division, Agricultural Adjustment Administration, describes the services of various government agencies to the consumer. The 56-page booklet is invaluable in helping consumers find their way among the various federal agencies which have services of special interest to them. While the supply lasts, copies of *Consumer Services of Government Agencies* may be obtained free from the Consumers Counsel, Washington, D. C.

This 'n That

Did you read "Full Value Received" in the *Atlantic* for January? Have you seen "When You Buy," by Trilling, Eberhart, and Nicholas (J. B. Lippincott)? This book can readily be understood by high school students.

Wondering AND Wandering WITHOUT OUR SENSES



THAT forest is hiding behind those trees again!

Paul L. Salsgiver, of the School of Education of Boston University, started looking behind the trees last month in the comments on page 504 of the B.E.W. The question at that moment was brought up by my recent wonderings whether a reasonably qualified pupil should be denied the right to take secretarial work on the ground that enough pupils had already elected the secretarial course to take care of the expected demand for secretaries in the community.

Mr. Salsgiver is probably correct in his contention that, technically and legally, the student in the secondary school now has no "right" to take anything that the board of education does not wish him to take.

He asks, "Is not public education beyond the compulsory school age more in the nature of a privilege than a right?" Probably so, but if you will promise you won't all shoot at once I should like to wonder about that a little.

First, I wonder whether the age for compulsory education has not been increased in many states so that it now includes most of the ordinary high school population? Isn't the trend distinctly in that direction in the states where this condition does not already exist? If this is so, then secondary school education becomes as much a "right" as primary school education.

In his 1937-38 report, President Conant of Harvard reminds us that the secondary school population has risen from 630,000 in 1900 to 6,300,000 in 1936. This tremendous change in the school habits of the American people underscores President Conant's suggestion that "the study of education as a social process—quite apart from the training of teachers—is as important as the study of law or of business administration." Dr. Con-

ant tells us that this greatly enlarged secondary school system must afford "sound vocational guidance" and "a broad preparation for life in a democratic society."

As Mr. Salsgiver says even more specifically in his comments on my article, "If thousands of young people are trained yearly for opportunities which do not exist, it is a clear evidence of the failure of school officials to discharge their public trust."

Yes; and then again, no. Like most social questions, this one does not permit of a categorical answer. Struggle as we may, we are always left with a few "within reasonable limits" in our final answer. But this is where we may profitably peek around the trees and be pleasantly surprised to see a noble forest just ahead of us.

The inherent weakness of any plan that sets out to do more than counsel the pupil, that sets out to deny him the "right" or "privilege" to take any given course, is that somebody must supply almost divine wisdom if the plan is not to work more injustice than would be found in the situation it seeks to correct.

Let us grant that it would be advisable to forbid a student to take secretarial training if we could tear aside the veil of the future and tell the pupil definitely that he will fail in the undertaking. But, lacking that divine gift, we should be extremely cautious about denying a pupil the opportunity to try anything he wants to try, "within reasonable limits."

Counsel him, guide him, advise him—but don't pick him up by the scruff of the neck and drag him out of one course or pitch him into another.

There are two general grounds upon which we usually base our judgment in forbidding a pupil to take vocational training. One is that the student does not have the

necessary ability or prerequisite skills and knowledges to benefit from the course.

Difficult as it is to operate successfully in this territory, there is much to be said in favor of it to counter-balance a great deal that may be said against it. The other and much weaker ground is that the pupil would be training himself for an opportunity that does not exist. Let us examine each of these grounds separately.

Any secondary school teacher knows that out of the 6,300,000 pupils in the secondary schools in 1936 there were many who were obviously not fitted for secretarial work. There were tens of thousands who could be refused without straining the wisdom of the least experienced guidance counsellor. There were tens of thousands who could be accepted in secretarial courses without straining anybody's gifts of second sight.

But there was a far greater number in the great middle group about whom we couldn't tell. We could guess, but we couldn't be sure.

The pupil's guess is that he would be a good secretary—or at least that he would like to try to be. The counsellor's guess is that the pupil would not be a secretary, and especially that he would not be a good one.

In any such case, where there is the least "possible, probable shadow of doubt, any possible doubt whatever," that doubt should be resolved in favor of the pupil. In the legal phrase, the burden of proof should be upon the counsellor to prove beyond a reasonable doubt that the pupil is not entitled to the opportunity to do what he wants to do.

Yes, I realize that in many cases the pupil wants to take the secretarial course merely because his brother took it and that he can easily be swayed to take a more suitable course if its attractions are pointed out to him. That's fine, and it comes within the proper scope of "counselling."

But if he still wants to become a secretary and shows the faintest spark of possibility, he should be allowed to make the attempt. Many interesting cases could be cited pro and con; but for lack of experience, I'll have to let you fill in with your own cases—although I should like very much to have

you send them in to me so that I might pass some along to everybody.

The other reason for refusing the pupil the "right" or "privilege" of taking any course in the school is that found in Mr. Salsgiver's rather strong statement that "if thousands of young people are trained yearly for opportunities which do not exist, it is clear evidence of the failure of school officials to discharge their public trust."

On the face of it, this statement is not open to dispute; yet I find myself disagreeing with all the implications of the statement. For the discussion I shall stick to secretarial work, merely because it is the most specific of the business subjects.

The strongest implication is that the school in its infinite wisdom should be able to say with some reasonable degree of accuracy that there will be a market for 300 stenographers in this community in 1941 and, therefore, only 300 pupils will be permitted to start secretarial training in February, 1939. Perhaps they would allow 350 or some slightly larger number to begin in February, 1939, to take care of the inevitable failures and drop-outs—but we can disregard that for our present purpose. The school would also have to predict the number of bookkeeping-machine operators or retail salesmen that would be required in one to four years and plan accordingly.

This might be all right if it would work, but anybody who has read the newspapers for the past five or six years knows that even a "planned economy" seems to have troubles of its own. If the planned economy would solve all our troubles, we might put up with it. But the troubles come anyway, and at least it is a consolation to know that we brought them on ourselves instead of having them thrust upon us.

It is the inalienable right of a free people to listen and decide and to make its own mistakes. A famous American chain of restaurants started a serious campaign to make the American public eat according to the laws of dietetics. They ran advertisements in the newspapers about what you should eat and why, and what you shouldn't eat and why. For months their bills of fare showed the number of calories on one side of the

item and the price on the other side of the item.

Probably in a few more years, this scientific diet would have improved the health of the American people amazingly—except that the restaurants almost folded up completely and the great business was saved only by a complete reorganization—and the new management lets the public dig its grave with its teeth if it wants to, since apparently the public refused to patronize a restaurant that tried to feed the patron what he ought to eat instead of what he wanted to eat.

This is not an exact analogy, but it does shed some light on the problem. The school can counsel and guide and advise—but there are limits beyond which it should not try to go if it could, and beyond which it should not try to go if it knows what is good for it.

But suppose every pupil wants to be a secretary and we overproduce secretaries outrageously. What will happen then? If that really happens (and it hasn't happened yet, by the way), then pupils will stop taking secretarial courses in such great numbers. Simple, isn't it? I know there are a great many trees all around and that it is sometimes hard to see that forest, but in the long run apparently the forest still stands, as noble as ever.

If the time ever comes that the pupil really gets a better preparation both for living and for earning that living by taking French or Latin or geometry in high school than he gets now by taking secretarial subjects, then schools will be starting to worry about the overproduction of high school French or geometry and will be discussing ways and means of discouraging pupils from taking those subjects. Meanwhile, I find it difficult to believe that the American pupils will continue to take secretarial subjects in any large numbers if it proves unprofitable to the mass of pupils.

Just let it be fairly evident for a year or two that some other high school subject offers the pupil a better chance in life, and then we will be worrying how to keep them out of those other courses.

Because of the limitations of space, I have had to discuss very sketchily the various factors in this, one of the most serious problems

confronting the American school system. I have not tried to dodge any of the issues, but I have been forced to omit or mention only in passing some of the trees—it is the forest in which I am really interested! To my mind, the matter narrows down to this one question—should the school try to do more than guide or counsel or advise the pupil and the parent as to the employment opportunities available within the community and the educational opportunities available within the physical and pedagogical resources of the particular school?

My answer would be "No." What's yours?

- • A recent letter from Mr. Carl L. Johnson, superintendent of schools in Mellen, Wisconsin, speaks for itself so eloquently that it doesn't seem right for me to risk spoiling its message by unnecessary comment:

I am sending to you a year's subscription to the BUSINESS EDUCATION WORLD magazine for my daughter, who is a junior in a state teachers college. I am of the opinion that school men who are administrators and have children who expect to become teachers should during their training period come in contact with practical situations.

School men always complain about the lack of professional vision of their teachers, but these same school men fail to professionalize their own children, who some day will be teachers. I, for one, desire to begin at home.

—*—

CHARLES H. KERN'S appointment as supervisor of instruction has been announced by the South Bend (Indiana) College of Commerce. M. D. Puterbaugh is president of the institution.



Mr. Kern holds degrees from Indiana University and Columbia University. For ten years he was principal of the Mishawaka (Indiana)

High School. Our congratulations to you, Mr. Kern.

Benjamin J. Knauss Retires

SOME six hundred persons gathered at the Morrison Hotel in Chicago on January 25 for a testimonial dinner to Benjamin J. Knauss on the occasion of his retirement from the Chicago public school system. He has been city director of commercial studies since 1927. Prominent representatives of the Board of Education, commercial leaders, business executives, and other professional men and women were present.

The theme of the evening was the "Past, Present, and Future of Commercial Education." Mr. George Cassell, assistant superintendent of schools, in charge of high schools, extended the word of greeting. Herma Clark, prominent newspaper writer, presented a "Knauss" acrostic of changes during the past forty-five years. Dr. William H. Johnson, superintendent of schools of Chicago, was most interesting in his comments on "Commercial Education in the Future."

An original song was given by the Jones Commercial High School students, who originated the number; Mr. Wilkinson of the Jones faculty gave a solo and Miss Sigrid

Johnson, of Wilson Junior College, a piano solo.

Mrs. Knauss added a very humorous touch, speaking as the guiding light of her husband. In conclusion, Mrs. Marion Tedens, supervisor of typewriting, Chicago Public Schools, read an inspiring poem.

The commercial teachers of Chicago presented Mr. Knauss with a 1939 Buick sedan in recognition of his splendid services to the public schools and to commercial education.

Mr. Knauss was born near Indianapolis, finished high school at Reedsburg, Wisconsin, and majored in education and commerce at the University of Chicago. He began to teach commercial subjects in Chicago in 1896 and was connected with private business schools until 1919, when he entered the Chicago public school system. In February, 1927, he was appointed director of commercial studies.

We wish Mr. Knauss many happy years in watching the further growth of commercial work and enjoying his well-earned leisure.—G. M. Fisher.

Speakers' Table at the Knauss Testimonial Dinner



Left to Right: Arthur G. Wilkinson, Jones Commercial High School; Mary Ann English, Wright Junior College; Dr. Howard E. Egan, Dean, DePaul University; Herma Clark, Chicago Tribune; Mrs. Benjamin J. Knauss; Benjamin J. Knauss; August Pritzlaff, Director of Physical Education; James B. McCahey, President of the School Board; Dr. W. H. Johnson, Superintendent of Schools; Mrs. Marion F. Tedens, Supervisor of Typewriting; George F. Cassell, Assistant Superintendent of Schools; John R. Byland, Hyde Park High School.

NATIONAL Clerical Ability Tests will be held on May 24-26, 1939. For information, write: Joint Committee on Tests, 16 Lawrence Hall, Kirkland Street, Cambridge, Massachusetts.

THE Distributive Occupations Club of California is publishing a *News-Bulletin* for teachers. It is published bi-monthly under the editorship of Robert S. Livingston, Sacramento Junior College.

A Shortcut to Speed Building

Give the Right Kind of Remedial Assistance

CLYDE INSLEY BLANCHARD

IF a shorthand teacher were to submit for publication a series of remedial drills in shorthand and the manuscript were referred to me for my opinion, I should recommend its rejection without the slightest hesitation and regardless of the merit of the remedial drills.

Why? Because of the fearful certainty that most of the classroom ills of our shorthand students are of non-shorthand origin and require a non-shorthand prescription.

The truth of this statement was forced upon me by my own observations, made rather reluctantly, I must confess, after I accidentally found out that the remedial shorthand drills I had been prescribing for many years to cure certain ailments were not effective because of the presence of symptoms that had escaped my unscientific diagnosis. Let me illustrate.

Case No. 1

Several of my students failed to transcribe a 120-word 5-minute take with the required 98 per cent accuracy, and yet previous class records showed that they knew shorthand theory very well and could take an average business letter with almost 100 per cent accuracy.

A diagnosis that overlooked one symptom seemed, of course, to call for more intensive shorthand drill based on the type of errors in the transcripts, more attention paid possibly to the meaning of words and to certain English fundamentals.

The symptom that I first overlooked stood out clearly when I noticed that the errors in the transcript were all made in the last two minutes of the 5-minute take. The students transcribed the first three minutes' dictation with 100 per cent accuracy and then made from 15 to 40 errors in the last two minutes. This symptom indicated that nothing was wrong with the students' knowledge of shorthand. They were merely unable to concentrate upon the task before them for more

than three minutes. The remedy they needed was more training in sustained concentration; more determination to stick it out; a compelling incentive to win.

Case No. 2

A young lady in one of my evening classes had been unable to increase her speed from 120 to 140 words a minute after an entire year's training. Her shorthand penmanship was beautiful; her knowledge of shorthand theory far above the average; her transcripts of her 120-word takes 100 per cent accurate. She was most conscientious and regular in attendance. Tests did not upset her. What was the trouble?

The diagnosis uncovered a symptom that is accountable for the slow progress of many students—*too much accuracy!* It doesn't sound reasonable, does it? But that is exactly what was wrong with this young lady.

During the daytime, she was the head bookkeeper in a large investment house, and every entry she made, every item she checked, every paper she handled, called for 100 per cent accuracy. Her longhand was painfully legible, every word was written deliberately.

This accuracy habit, which was one of her most valuable assets, was also the barrier that kept her from attaining a shorthand speed of 140-words a minute. She could not sacrifice perfection of shorthand outline for a practical standard of readability. She could not release her hand to write fluently and trustfully.

She is typical of many students (and many teachers) who have the wrong conception of the right kind of accuracy in shorthand writing. We are so accustomed to being on the alert to detect and remedy our students' errors in writing that we are likely to overlook the necessity of guarding against the forming of the habit of being over-accurate. Too much is often as harmful as too little!

Case No. 3

I shall never forget the case of the beau-

tiful red-haired young lady and the handsome black-haired young man—both students in one of my evening high-speed classes.

The young lady was an accomplished writer, taking Congressional matter at 160 with ease. The young man also wrote 160 words a minute, but not so easily.

They sat next to each other in the front row of my class, and, as I watched them night after night, I found myself wishing that he could write as easily as she. He wasted so much energy. His whole body showed the strain he was under. When he turned a page of his notebook, the noise could be heard two rows back of him. He flourished his pen. His lips looked as if he were repeating the words he was writing. So different from the quiet, self-possessed, red-haired beauty next to him!

What was the remedy? I could, of course, drill him on turning the page of his notebook quietly, on relaxing more while writing. Several obvious remedial drills occurred to me. But after a thorough diagnosis, which included some out-of-class observations, I moved the young lady to the rear of the room. The disturbing symptoms miraculously disappeared. The young man had been merely showing off, trying to make a favorable impression on this young lady. Needless to say, he did not approve of the remedy!

Case No. 4

One of my best students was completely discouraged. She had her 120-word *Gregg Writer* pin and could take my regular class dictation at 140 and transcribe her notes with 98 per cent accuracy, yet month after month she failed on the official 140-word test. The very thought of a formal test threw her into a panic. Her writing muscles tightened so she couldn't write with her accustomed fluency. When her transcript was checked, she inevitably had one or two more errors than were permitted. What to do?

I was convinced that she could write at 140 words a minute even better than many who had passed the test and had been given the medal. The diagnosis plainly called for a large dose of self-confidence, self-assurance. I gave it to her, and it cured her—but you may not approve of my method!

When the next official test was given and transcribed, as usual, she had two more errors than were allowed. I examined her errors very critically and found, to my surprise (!), that two of them really could hardly be attributed to her. It seems that her typewriter was somewhat out of adjustment and she should not, of course, be penalized for that. A very happy young woman went home that night to break the good news to her parents and to display the prized 140-word medal.

Fortunately, that treatment was lasting. Her fear of tests disappeared as if by magic. During the following semester she won both the 150 and the 160 medals. All she needed was that little help over a very real and very high hurdle.

Cases Nos. 5, 6, 7, 8, etc.

For brevity's sake, let me group several of the more common illnesses and shortcomings that no shorthand drill can remedy.

I have in mind the student who was at a dance till four o'clock in the morning; the student who had a falling out with her or his best friend the night before; the student who is having a big party at his or her home tonight; the under-nourished student; the student with a splitting headache, with tired eyes, and weary brain after a hard day's work at the office. All those are non-shorthand symptoms requiring non-shorthand remedies.¹

Let's Hold Some Shorthand Clinics

Dr. Gregg has suggested that we hold a series of "shorthand clinics." This suggestion has several intriguing possibilities. As a start, suppose you hold a clinic for your own shorthand students. If there are several shorthand teachers in your department, ask them all to join in the clinic. Then send us a description of each case, together with your prescription and its effectiveness. If you wish assistance on some unusual case, we shall be glad to refer it to several specialists!

¹ For those of my readers who wish to pursue this most important subject further, guided by scientific authority, I prescribe the reading of that fascinating book, *The Psychology of Adjustment*, by Laurence Shaffer, of the Carnegie Institute of Technology.

Would You Like to Be a First Assistant?

EMMA K. FELTER

First Assistant, Secretarial Department, Walton High School, New York

WOULD you like to become a first assistant in a New York City high school? If you are a New York City teacher, progressive, interested in the improvement of commercial education, enthusiastic, sympathetic toward people, energetic, and healthy, your answer is "Yes." Why? Because the work of a first assistant is fascinating, the duties manifold, the opportunities to be of real service innumerable, and the salary attractive.

Primarily, the responsibility of a first assistant, or chairman of secretarial studies, accounting, social science, English, etc., is to improve the teaching of the subjects in his special field so that the pupils in his department may learn to the maximum of their capacity in the most efficient, interesting man-

ner, to the end that they will become worthwhile citizens.

The improvement of teaching methods and procedures, therefore, occupies a major portion of the time of the chairman. Departmental conferences, grade conferences, individual conferences, demonstration lessons, attendance and participation in commercial and secondary education association meetings and conventions, departmental bulletins, and an up-to-date library are all devices used by the supervisor to bring to the teacher inspiration and the latest information in his field.

Teachers, however, like other people, can have every known device and all good methods brought to their attention without their being able to utilize the best of them ef-



*Newly Appointed Accounting and Secretarial First Assistants in
New York City High Schools*

LEFT TO RIGHT, SEATED: Clare M. Betz, *Bayside*; Agnes McQuade, *Grover Cleveland*; Mrs. Helen McConnell, *Christopher Columbus*; Mrs. Mary Ascher, *Christopher Columbus*; Mrs. Emma Felter, *Walton*. STANDING: Dr. Benjamin Davis, *Andrew Jackson*; Dr. Walter Nelson, *Theodore Roosevelt*; Joseph Machlowitz, *John Adams*; M. Agnes Doyle, *Evander Childs*; Meyer Zinman, *Theodore Roosevelt*; Meyer Linder, *Evander Childs*; Abraham Deutsch, *Jamaica*.

fectively. The first assistant's principal obligation, therefore, is to visit as many teachers as possible, as frequently as possible; to offer constructive criticism of the lessons observed, during a friendly, individual conference following the lesson; and to crystallize the points discussed during that interview in a brief, helpful report so that the teacher and the principal may have a written record of the high lights of the lesson and the constructive suggestions made.

The excellent teacher will be visited, as well as the mediocre and weak and inexperienced teachers. Of course, the latter type will be observed more frequently than the superior teachers. It is from the superior teacher that the chairman will derive inspiration and suggestions. In turn, since the superior teacher will be the one carrying on experiments and projects for the department, the supervisor will want to visit and assist the teachers to evaluate such activities and to suggest further lines of procedure.

Furthermore, the first assistant will want to give the excellent teacher every opportunity to grow so that he may have every worthwhile experience to store up against the day when he, likewise, becomes a first assistant.

Another responsibility of the supervisor is to make sure that the term plans are carefully organized and intelligently followed out by the entire department. This is necessary, if pupils are to progress from term to term satisfactorily; if transfer from class to class is to be made with ease, should the occasion arise; and if the objectives of the subjects are to be accomplished. Although grade chairmen are usually appointed by the first assistant to do this work, the latter must advise, supervise, and co-ordinate the plans of all.

In order to ascertain how satisfactorily the methods and plans are operated, a comprehensive testing program has to be set up. There are prognostic tests to be given to determine individual strengths and weaknesses of pupils, departmental diagnostic tests to be administered regularly, mid-term or end-term comprehensive tests to be provided. These tests must be followed up by a careful analysis of the results, and effective remedial measures suggested. Standards for promo-

tion must be set, and departmental marking schemes prepared, evaluated, and followed through.

The first assistant is materially helped in the above activities by the firsthand experience he gets while he himself is teaching. Every chairman carries one or more classes, depending upon the number of teachers in his department. As master teacher, he can try out the suggestions he makes to others; can invite his teachers to observe while he teaches; and can, himself, experiment with new devices, methods, and techniques.

There are physical factors, too, that consume a great deal of time. Teachers and pupils must be equipped with adequate, worth-while supplies. The first assistant must know what equipment to order; and how to order, store, distribute, collect, keep repaired, and replenish textbooks, reference books, magazines, stationery, typewriters, Mimeographs, office machines, tests (prognostic, standardized, regents'), filing equipment, etc. The running of a department is an expensive undertaking, and the chairman is obligated to see that the taxpayers' money is wisely spent.

Furthermore, teachers and pupils should work in an environment conducive to good work. No matter how elaborate or humble the building or classrooms, effective display work, cleanliness, and cheerfulness will materially add to an atmosphere in which study becomes a pleasure—not work. Here, again, the chairman sets an example and encourages a wholesome atmosphere.

To round out the departmental program, the first assistant must also provide extra-curricular activities so that pupils and teachers may have opportunities to develop their skills, interests, initiative, and powers of leadership to a maximum.

Yes, the duties are many, and they are but briefly outlined in this article. No mention has been made, either, of the first assistant's relationship to the school as a whole, nor to the Board of Education. It is true, however, that the chairman acts in an advisory capacity to the principal; serves as co-ordinator, so that school policies, procedures, and ideals may be carried out in his department; serves on school committees; assists in planning as-

sembly programs; articulates the work of his department with that of other departments; co-operates with other departments in projects that they may undertake; participates in faculty and chairmen's conferences; and recommends teachers in his department for school activities.

Above all, he co-operates with the Board of Education, to make sure that the course of study is meticulously followed, as well as general policies, procedures, and plans; co-operates in projects, surveys, conventions; serves on committees; assists the Board of Examiners; serves in an advisory capacity, when necessary.

In fact, when all these various activities have been enumerated, we still find so many more that could be included that we fear we may deter you from aspiring to become a first assistant—something we should not want to do.

Examinations to become a first assistant are given at intervals by the Board of Examiners. The time to prepare for those tests is now. They consist, at present, of eight parts.

First, there is a written examination made up of four sessions of three hours each, during which time the candidates write extensively about their specialized field, allied subjects, education, psychology, methodology, supervision, business procedure, English, etc.

Second, those majoring in secretarial studies take a Gregg test *and* a Pitman test, one a dictation and transcription examination; the other a vocabulary-principle test.

Third, an oral examination is administered to test the applicants' speech.

Fourth, the candidates go to a school, not their own, and observe two teachers in their classrooms. At the conclusion of the les-

sons, the candidates write what they consider the strong and weak points of the lessons and make constructive suggestions. Three hours is allowed for this written report.

Fifth, in order to prove that the candidates practice what they preach, each gives a lesson in one of the city high schools.

Sixth, to test their ability to speak extemporaneously, to organize subject matter, to "think on the spot," etc., there is an interview test. After an hour's preparation, the applicants deliver their theses and answer the questions propounded by the examiners.

Seventh, the candidates are given a general physical examination; and lastly, their school records are closely analyzed. Since this part of the test counts 30 per cent of the grand total, it behooves candidates to get as much administrative experience and commercial association participation as possible and to do as much constructive writing as possible. The candidates must, first, be outstanding teachers; otherwise, how can they be respected as supervisors, later?

The salary schedule for first assistants runs from \$4,308 to \$5,686 by annual increments of \$276 conditioned upon satisfactory service.

There are, of course, prerequisites for entrance to these examinations. Since these requirements change from time to time, and since each and every requirement must be met in full before an applicant is admitted even to the first of the series of tests, we suggest that aspirants write to the New York City Board of Examiners for detailed information.

If you feel that you have a love of work, the will to learn, health to endure, and a keen interest in people, begin now to fit yourself for that enviable job—the position of First Assistant.

Pi Rho Zeta to Hold Conference

THE first Pi Rho Zeta International Fraternity and Sorority Conclave will be held in Milwaukee, on June 16-18. The chapters of Spencerian College, Milwaukee, will be host and hostess. Miss E. M. Bennett, manager of the school; H. G. Weisbrod, sponsor of Lambda Fraternity; and Mrs. Dorothy I. Myra, sponsor of Epsilon Sorority, are already busy working out plans for the guests

of Pi Rho Zeta who will be coming to Milwaukee from all parts of the United States. It is hoped that Beta Chi Fraternity and Chi Sorority of the Galusha School of Business Training in Honolulu, will send delegates.

Pi Rho Zeta is moving forward at a rapid rate under the leadership of Grand President J. I. Kinman, of Kinman Business University, Spokane, Washington.



on the Lookout

**ARCHIBALD
ALAN
BOWLE**

Let Mr. Bowle help solve your
equipment and supplies problems.
He'll be glad to hear from you.



31 The "Killinois"—sound the word and you get the idea—typewriter pads are a new product of Shipman-Ward. They consist of two discs of comparatively dense sponge rubber, connected by an adjustable metal strip. Because of the adjustment feature, the pads can be used under any typewriter or other office machine.

A non-porous surface prevents dust absorption and reduces the labor of keeping the machine platform clean. The pads absorb a high percentage of machine sounds and vibrations. A smooth, velvety finish eliminates danger of scratches on polished desk surfaces. The pads are scientifically treated to resist the effects of heat, and they are exceptionally durable.

32 The new Tiffany office-machine stand has a metal drop leaf that automatically locks itself when raised for working, a book and stationery container, raising and lowering lever, Bassick ball-bearing casters and Sure-Grip castings to prevent "creeping"

A. A. Bowle March, 1939
The Business Education World
270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further
information about the products circled below
31, 32, 33, 34, 35, 36

Name
Address

or sliding, and a device to adapt the stand to uneven floors. The stand is in a black crackle finish and has a patented head to take every type of office machine. It is adjustable sidewise or back, and is built of angle steel.

33 Designed and operated like a high-grade duplicating machine but equipped with its own special grooved rubber type in place of the stencil, a new rotary printing press named the Swiftest has been produced by the Superior Type Company. The machine is described as made for America's boy printers, and the small cost includes type and accessories. It prints in a space about the size of a postal card. Additional fonts of type in several sizes and faces and assortments of picture dies are available.

34 Created especially for the purpose of preparing master copies for offset printing, the Underwood Automatic Justifying Typewriter has been announced. It adjusts each line and right margin by expanding or condensing the line at will without the necessity of mental calculation by the operator. This is worked by a built-in device. Various carriage lengths are available. The justifying device does not in any way interfere with the use of the machine for regular correspondence work.

35 Tybon Corporation introduces a new type cleaner with several new patented features. The moulded screw cap is fitted with a patented liner which prevents evaporation, although the cap is screwed only lightly onto the neck of the container. Attached to the cap is a new patented curved brush with which the cleaning fluid may be applied easily to the typewriter type. The cleaner comes in four-ounce bottles.

36 The swivel chairs constructed by Sikes have ball-bearing casters with wheels of Bakelite, seat bumper that prevents the chair from damaging the desk, arm guards to stop damage caused by scraping of chair arms against center drawer, base snubbers to stop damage where chair bumps inner desk leg, and Bakelite scuff plates on the chair base.

Report of C. A. B. E. D. A. January Meeting

AT the January meeting of the Chicago Area Business Education Directors Association, seven speakers from schools in the Chicago area discussed topics assigned to them by Chairman V. E. Breidenbaugh, principal of Mooseheart (Illinois) High School.

Dr. Harald G. Shields, of the University of Chicago, originator of the C.A.B.E.D.A., distributed copies of a tentative rating scale for determining the efficiency of commercial departments, as an effective introduction to the subject of the first speaker: "By what evidences can one decide whether a commercial department is progressive?" This question was answered by John R. Rau, of New Trier Township High School, Winnetka, who listed the criteria as follows:

Willingness to co-operate with other departments of the school.

Success in adjusting the work to suit the various abilities of its students.

Adequacy of guidance.

Recognition of the type of community in which the school is located.

Mr. Rau questioned the advisability of installing very expensive equipment in the commercial departments of public schools, and emphasized the importance of purchasing machines similar to those used in the industries of the community.

L. A. Orr, of Ingleside, was not attempting to be theatrical when, in response to the question, "What is done with students assigned to your department who prove to be continual failures?" he stated: "We do not have failures in my department at Grant Community High School." He explained:

All that we expect of the student is that he work fairly well up to capacity. If he does not, it is our job to find out why and make the necessary adjustment.

Mr. Orr blames poor work on the part of the student to the fact that lessons are not timely; they do not coincide with the interests of the student. He closed his talk with the following recipe for no failures: "One group of ordinary students plus one good teacher plus good guidance by directors."

That everyone present did not entirely

agree with Mr. Orr's theory was evidenced by the fact that only the chairman's gavel salvaged time for the remainder of the program.

H. B. Bauernfeind, of Waukegan, spoke on the subject of teaching office machines. A comparison of rotation and the battery plan made it evident that the rotation plan is the less expensive, but that the teacher has to work harder.

Teachers of office machines are divided in their opinion regarding the objective. Mr. Bauernfeind believes that it should be acquaintance rather than skill.

Miss Ruth Johns, of Woodstock, told of an interesting experiment that has been carried on in the Woodstock public schools for the past five years. Since 1934, typewriting has been taught on an increasing scale in the grades. It is now being taught from the first grade through junior high school.

Miss Johns mentioned the following happy results of teaching typewriting in the grades: The students have a tool to use in preparing other lessons; the community has become commercial-education minded; and a closer relationship has been effected between business and the schools.

Erasing in typewriting has recently been advocated in high places; therefore, R. E. Evans, of Dundee, received close attention when he expressed his views on that subject.

Mr. Evans gave as one reason why pupils erase, the idea of some pupils that they are playing a game with the teacher. They try to erase neatly enough so that the erasure will not be discovered. If they succeed, they win; if not, they lose.

Mr. Evans stated that if the pupil can be taught that he is learning typewriting in order to increase his speed in writing and to improve the legibility of the written work he turns out, he will realize that there is no need of his playing a game with the teacher.

The pupil should be made to understand that his individual difficulties are going to be corrected by the teacher, who is ready to help him.

To E. W. Brooks, of Proviso Township High School, Maywood, had been given the task of discussing Dr. Elmer G. Miller's "Program of Studies in Business Education," which appeared in the November issue of the *BUSINESS EDUCATION WORLD*.

Mr. Brooks' objections to the program were as follows:

Other departments in the school do not seem to have been taken into consideration when the program was being made.

Except in the twelfth year, there is very little difference in any of the courses.

No provision has been made for failures in the general clerical course.

Both teachers and pupils would find it exceedingly difficult to become acquainted with the possibilities of the program.

No provision is made for teaching business behavior before the twelfth year.

Too much time is given to consumer education.

Mr. Brooks expressed the opinion that instead of offering so many new courses, we should drop some courses that are now deadwood and change the content of some of the subjects.

Miss Perle Marie Parvis, of Hammond, Indiana, brought to the meeting a wealth of

ideas on using the newspaper in teaching commercial subjects.

Teachers of shorthand and typewriting in the Hammond High School supply inspiration to their pupils by clipping the pictures and records of world champions from the newspaper and posting them on the bulletin board. The local newspaper recognizes achievements of the school by giving publicity to winning teams in state contests. Such encouragement had given a stimulus to the class work.

Bookkeeping teachers find in the accounts of business failures opportunity to emphasize the importance of adequate records in business.

Business-management classes are made interesting by an interpretation and discussion of the financial page.

Classes in salesmanship study display advertising from the daily paper; and the Want Ad section offers material for the discussion of office-position requirements.—*Condensed from a report by Fidelia A. Van Antwerp, Joliet Township High School and Junior College, Joliet, Illinois.*

N. C. T. F. Yearbook Described

PROFESSOR D. D. Lessenberry, director of courses in commercial education, School of Education, University of Pittsburgh, has recently given us a glimpse of the contents of the new *Yearbook* of the National Commercial Teachers Federation, of which he is editor. The best way to give a picture of the new *Yearbook* is to let him tell you about it in his own words:

Are there observable teacher and pupil activities that indicate unusual teaching ability and performance? It is the purpose of the *Yearbook* to identify the indices of good teaching so that teachers and supervisors can have common criteria by which to determine when teaching is good and when teaching is incompetent.

Some outstanding educators are writing the chapters for Part I. There will be a chapter on "Individual Differences" by Dr. Anne Anastasi, of Columbia. She is widely known for her work in the study of individual differences.

"The Guidance Function in Teaching" is the subject of a chapter by Dr. McKee Fisk, of Okla-

homa A. & M. College. He will indicate responsibility for guidance for educational growth and occupational adjustment, and techniques available for guidance.

"How Learning Takes Place" will be discussed by Dr. F. B. Knight, psychologist, of Purdue University. He will differentiate between skill development and problem solving.

Harvey A. Andruss, dean of instruction, Bloomsburg (Pennsylvania) State Teachers College, will write on "Planning for Learning."

Today, progressive teachers are shifting the emphasis from the "teaching of facts to progressive teaching for self-discovery and for self-direction." This will be the theme of a chapter contributed by Dr. Charles Ragsdale, of the University of Wisconsin.

In Part II, commercial teachers consider the relationship of supervision to good teaching. S. J. Wanous, of the University of Arizona, will summarize "Types of Supervisory Programs and Techniques of Supervision."

E. A. Zelliot, supervisor of business education, Des Moines, will write on "The Status of Supervision in Business Education."

Mrs. Marion Tedens, supervisor of typewriting,

Chicago, will tell us "What the Supervisor Expects of the Teacher."

And some brave teachers will turn the topic around and tell us "What the Teacher Expects of the Supervisor."

Six young teachers from six different states will write about "The Beginning Teacher and His Supervisory Needs."

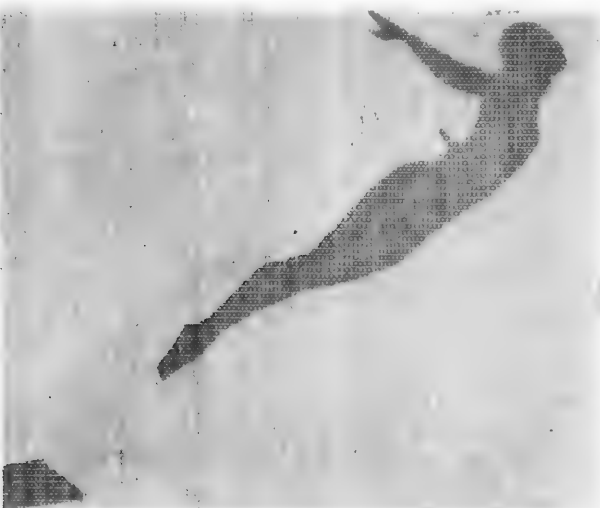
"Case Studies of Supervision of Practice Teachers and Teachers in Service" will be reported by Dodd, Studebaker, Walters, and others.

Part III of the *Yearbook* will give classroom

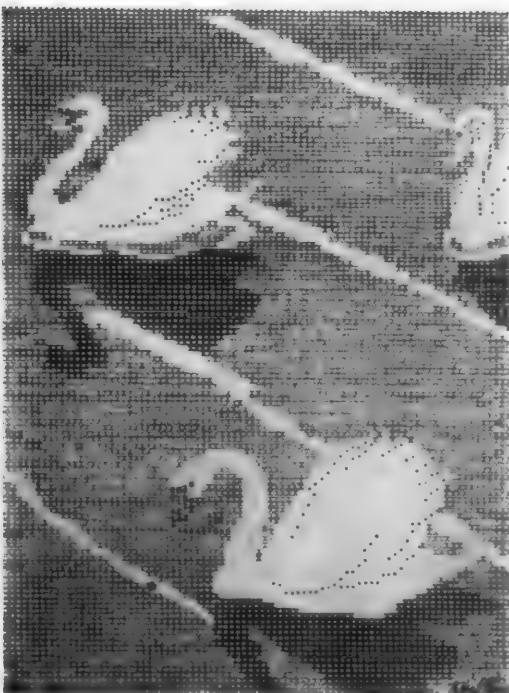
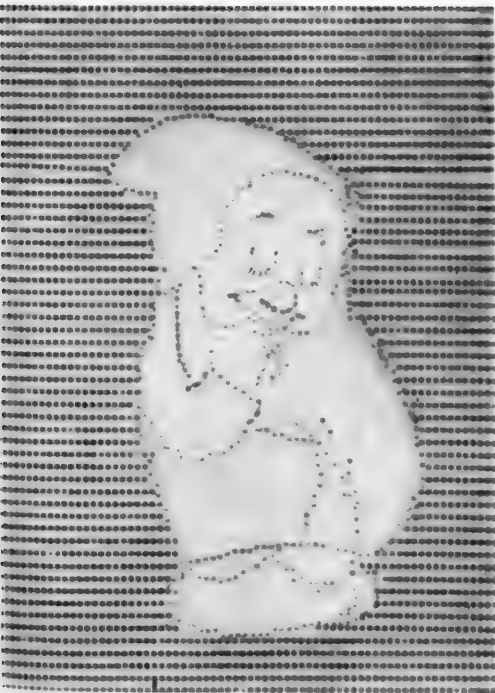
teachers an opportunity to tell about their effective teaching procedures in the different business-education subjects.

The distributive-education program will come in for its share of discussion in Part IV.

The *Yearbook* is available to members of the Federation without charge. For further information, write J. Murray Hill, Secretary, Bowling Green Business University, Bowling Green, Kentucky.



THREE specimens of artistic typewriting submitted by the students of Julian C. Wood, Head of the Commercial Department, Tooele High School, Tooele, Utah, and State Director for the N.E.A. Department of Business Education. *Left:* "Diving Girl," by Reba Black. *Lower Left:* "Bashful," by Dorothy Dobson. *Lower Right:* "Swans," by Ethel Briggs.



Actori Incumbit Onus Probandi

"The burden of proof lies on a plaintiff"

WILLIAM E. HAINES

Supervisor of Business Education, Wilmington, Delaware

THE basic belief that man is inherently good is reflected in the legal requirement for proof of his guilt. Under our system of laws, he is presumed to be innocent until proved otherwise. This principle prevails in both criminal and civil matters. One accused of the commission of a crime is innocent under the law until the prosecution proves to the satisfaction of the court that the accused is guilty.

This is no less true of one defending a civil action. The plaintiff who claims to have suffered damage must assume the responsibility of proving his allegation. In short, it is not the duty of the defendant to prove his lack of responsibility for damages; instead, it is the duty of the plaintiff to prove that the acts of the defendant were the cause of the damage.

While it is true that this precept most generally governs court action, there are times when the contrary would appear to be true. At times, the numerical strength of evidence against the defendant tends to maneuver him into the position of appearing to assume the burden of proof. In cases where public sentiment runs high against a defendant, he is virtually placed in that position. These instances are in the minority, however, as the rules of evidence are so designed as to protect the defendant against the unfair intrusion of his rights.

Usually, the judge will instruct the jury that the preponderance of evidence and testimony must be shown by the plaintiff. Should the weight of evidence produced by the plaintiff be less than, or equal to, that produced by the defendant, the jury is bound to bring in a verdict of no cause for action.

The fact that the burden of proof lies on the plaintiff gives rise to another question. Just what constitutes proof? Most evidence that is introduced into the trial takes the form of oral statements produced by direct

and cross examination by the attorneys. The evidence itself may be direct or circumstantial. Direct evidence is the result of the actual knowledge that the event did occur, as in the case of an eyewitness to an automobile accident.

Circumstantial evidence is the result of the knowledge of certain facts from which a certain result might be implied. For example, a motorist comes upon a wrecked automobile. In the driver's seat is the unconscious form of a man slumped over the steering wheel. Although the motorist did not see the car being driven, it might be presumed from the circumstances that the man behind the wheel was the driver. Yet, he might not have been. His presence there is *prima facie* evidence that he did operate the machine.

In presenting evidence to the court, neither the plaintiff nor the defendant may rely upon hearsay evidence. The court attaches no credence to what the witness has heard, unless it has a direct bearing upon some aspect of the case. One needs but to hear two witnesses present sharply differing views of a given situation to recognize how carelessly the truth may be bandied about. The admission of hearsay evidence to the trial would hopelessly confuse and obscure the issue in the minds of the jurors.


As a matter of fact, there are many who feel that our present system blocks a clear statement of the issues involved. Seldom is the witness permitted to give an uninterrupted account of what he knows. He must, instead, confine himself to answering the questions posed by the attorneys.

So, if the jury is to decide whether the preponderance of evidence and testimony has been presented by the plaintiff, he must weigh many variable factors in the balance. Who were the witnesses? Are they to be believed? Did their testimony deal with vital

(Continued on page 612)

The Lamp of Experience

HARRIET P. BANKER
EDITOR



I have but one lamp
by which my feet are
guided, and that is the
lamp of experience.
—Patrick Henry.

An Accuracy Race

BALLOONS, airplanes, or kites may be used in the following game, which I have used successfully in my classes as a motivating device.

Before the race starts, I mark the blackboard with brown chalk for the ground; with blue chalk for the sky; with white chalk for the clouds—representing three goals or heights to be achieved.

The class is divided into three teams, red, white, and blue. The balloons (or airplanes or kites) are suspended on strings by means of thumb tacks pushed into the upper molding of the blackboard. They are kept in the blackboard till until the race begins.

Each day I give a 3-minute accuracy test. The students move their balloons up if they score a perfect paper or down if they make an error. If the errors bring the balloons back to the till, the pupils start again.

To win, all members of the same team must be at the top height (the clouds) at the same time. This is the feature that adds interest and zest to the game, for a team may lack only one member to win one day and on the next day may lack several members.—*Marietta Cain, Griffin, Indiana.*

Punctuation Technique

I HAVE found the following plan helpful in training my typing students to make punctuation marks with a light touch. The students are told to insert two pieces of paper in their machines at one time and to write for approximately 3 minutes on a drill such as the following:

as well as, kindly let us hear, to the effect that, take it for granted, at the present time, in regard to the, in answer to your, I have no doubt, Replying to your letter, to call your attention, like to call attention,

This drill appears in the Accuracy Drills in *Advanced Typewriting Course*, by W. G. Edward, B. A., D. Paed., and Lucy I. Dickson, B. A., Paed.¹

I also use the following drill for the same purpose:

I am. I do. I saw. I did. I had. I was. I have. I went. I leave. I told. I took. I know. I read. I would. I think. I looked. I ask.

This drill was taken from *Typewriting Speed Studies*, Revised Edition, by Adelaide B. Hakes.²

After the first timed test, students check errors made in writing the test and then look at the second page, which is blank, to see how deep an impression has been made on that page by the comma or period. The second or third exercise shows a decided improvement in touch in making punctuation marks. This drill may be repeated at fairly frequent intervals.—*Helen F. Delahay, High School of Commerce, Ottawa, Ontario.*

Motivating Typewriting Classes

TECHNIQUE drills become monotonous unless you, the instructor, inject some motivation into them. How can you enliven your drill procedure in order to maintain the initial exuberance for typewriting that your boys and girls display?

Here are some tested ideas that college students of typewriting have devised and used under my direction.

¹ The Ryerson Press, Toronto, Ontario.

² The Gregg Publishing Company, New York, New York.

A FOOTBALL GAME

The football fans in your class will like this stunt and will achieve the improvement in speed and accuracy that you desire, plus the correct techniques, including good posture.

"Sugar-coating the bitter pill" is justifiable in typewriting, and this game is one of many pleasant ways of doing it. The game requires little supervision. Let one of the students place the result on the board. The skeleton outline of the game is as follows:

BEFORE THE GAME BEGINS

1. Divide the class into two rival school teams.
2. Select from the textbook practice material that the students especially need—drills on special characters and figures, flash drills, alphabetic sentences, or straight-copy material.
3. Announce that each "quarter" will be 3 minutes long.
4. Instruct the members of the opposing teams to exchange papers at the end of each quarter.
5. Appoint an "official" to write the team and individual scores on the blackboard.

RULES OF THE GAME

1. Thirty net words or more (adjust speed to class median) scores 6 points, a "touchdown."
2. A 3-minute test typed without error scores 6 points, a "touchdown."
3. One error scores 3 points, a "field goal."
4. Two errors score 2 points, "safety."
5. Three errors score 1 point, or a point after touchdown.
6. Four errors count as a touchback. No points.

PENALTIES

1. Taking eyes off copy penalizes the team 10 yards—2 points deducted from team's score.
2. Throwing the carriage incorrectly penalizes the team 10 yards—2 points deducted from team's score.
3. Incorrect posture (offside)—2-point penalty.
4. Incorrect finger for backspacer—2-point penalty.

The instructor acts as referee and calls the penalties at the end of each quarter or during the quarter.

This game is especially appropriate just before your school and its chief rival have their annual pigskin tilt.

BADMINTON

Divide the class equally into two groups. Give a series of four 1-minute tests, with each perfect copy counting 1 point. An error in the copy corresponds to fault in badminton. If a pupil types two or more consecutive tests with one or more errors each, 2 points are deducted from the score of his team.

If, however, he types two or more consecutive tests without error, 2 extra points are added to the score of his team. The team having the most points at the end of the game is the winner.

There must be a margin of 2 points between the final scores of the teams for the winning of the game. If, at the end of the game, there is only a 1-point margin, another 1-minute test determines the winner.

HORSESHOE TOURNAMENT

Horseshoe pitching is a favorite sport in the midwestern agricultural districts.

In this device, accuracy is the objective.

Divide the class into two teams. Give a 2-minute timed test on each of the following alphabetic sentences:

Bizarre Frenchmen were extremely prejudiced against quick revolutions.

Jacques, the valedictorian, amazed big Frank with explanatory zeal.

Quizzically juggling extraordinary matters helped Black win favor.

SCORING

An accurately typed paper scores a "ringer," 2 points.

A paper with one error scores a "leaner," 1 point.

More than one error scores nothing.

The team having the highest score at the end of the three 2-minute tests wins.

SUGGESTIONS TO THE TEAMS

1. Relax while sitting at the typewriter.
2. Keep your eyes on the copy continuously.
3. Strike the keys with a light, smooth touch.
4. Sit erect—do not slouch.
5. Keep both feet on the floor.
6. Don't chew gum.

Motion Pictures

FOR BUSINESS EDUCATION

LAWRENCE VAN HORN

EDITOR'S NOTE—The films listed in this department are chosen with care from lists supplied by film distributors, but since many films are prepared for publicity purposes, with educational aims a secondary consideration, the editors recommend that you write to the distributor before you order, and ask for details if you have any doubt about the educational values of the particular film you propose to use.—L. V. H.

TEACHING AIDS EXCHANGE, John R. Humphreys, Director, P. O. Box 242, Modesto, Calif. Two films of unusual value to business education. Borrower pays transportation charges. Teaching plans accompany each film. Rental fee, \$2.10 per day of use per reel; sale price \$50; 40 per cent discount to schools.

Championship Typing. 16 mm., 1 reel, silent, running time, 10 minutes. Produced in spring of 1938. A slow-motion study of the flying fingers of Grace Phelan, world's amateur typing champion.

Business Machines. 16 mm., silent, running time, 14 minutes, produced in 1937. An introduction to the business machines not likely to be seen in the average high school. It includes a very brief discussion of each of the following machines: The Conference Model Dictaphone, International All-Electric Typewriter, Moon-Hopkins, Elliott-Fisher, Sundstrand Social Security, Monroe Social Security, Check Signer, Postal Meter, Graphotype, Addressograph, Elliott-Addressograph, Fanfold Attachments for typewriters, Comptometer, Hollerith Punch Card accounting machines. A teaching plan including discussion of each machine is enclosed with each film.

A. B. DICK COMPANY, 720 West Jackson Boulevard, Chicago, Illinois. Free loan; make arrangements through local Mimeograph distributors or branch offices. Available in two versions.

The Mimeograph. 16mm., 1 reel, sound-on-film, free loan. A pictorial history of man's early effort to make a permanent record of his venturings, thoughts, and beliefs. The story of handwriting, origin of the alphabet, development of printing, and the story of stencil duplication are covered in the early part. The second portion is devoted to the services performed for the educational world by the Mimeograph process.

The Mimeograph. 16 mm., 1 reel, sound-on-film, free loan. The early part of the film is the same as the educational version. The second part pertains to the application of the Mimeograph process to business activity, and includes views of the Mimeograph factory.

GEORGE J. EBERHART, Department of Commerce, Indiana State Teachers College, Terre Haute, Indiana.

The Accounts Receivable Ledger and Its Controlling Account. Still film, not a motion picture. 35mm., 45 exposures. Rental, \$1.50 for three days; sale price, \$5. Pictures of accounting forms employed in various offices and of girls illustrating the techniques employed in working with charge accounts; develops the principles involved in making the summary entries to the controlling account and the proper designing of the special journals. Lecture notes, in the form of mimeographed sheets with explanations, supplied with the film.

WESTINGHOUSE ELECTRIC AND MANUFACTURING CO., 150 Broadway, New York, N. Y. Free loans; borrower pays return transportation charges. A few additional firms of a technical nature are also available.

On the Pathway of Progress. 35mm., 2 reels, silent, No. 1. The story of transportation from the Egyptian sled to the electric locomotive.

Wildwood, A 100% Mechanized Mine. 35mm., 3 reels, silent, No. 7. Shows the most modern method of mining coal, from the face to the railroad car.

In Other Magazines

CLAUDIA GARVEY

SIERRA EDUCATIONAL NEWS (December, 1938). "Save and Like It." Marie T. Bristow, Herbert Hoover Junior High School, San Jose, California.

Miss Bristow's article covers an illuminating device for the encouragement of saving in the public schools.

Students of business training classes are in charge of the "bank," which has a president, two tellers, and two file clerks. Business is conducted on Thursday of each week during the first period, a home-room period.

The complete program is carefully outlined, with specific details of the handling of the money from each class to the savings bank.

The inauguration of this plan has increased interest in saving 75 per cent; it has encouraged accuracy, honesty, and courtesy and brings real business transactions into the classroom.

NEW YORK STATE EDUCATION (December, 1938).

The major portion of this issue, published by the New York State Teachers Association, covers "Education and Business." The study is developed under nine headings and gives an interesting insight to the demands of one upon the other and the increasing need for co-operative effort between the two.

The topics and authors are as follows:

"Are Business and Education Pulling Apart?" William F. Russell, Dean of Teachers College, Columbia University. "... Education should hear what business wants. Business should hear the teachers' estimate of the chances of satisfying the wants stated and of the conditions under which the results may be achieved. ... Business should state its hopes and fears. Education should assess both in relation to its mandate from the American people."

"How Has Business Contributed to Education?" Charles R. Hook, President, National Association of Manufacturers, and President, American Rolling Mill Company. "More emphasis should be placed on the inter-relation of industry and education and less upon the dependence of one on the other. ... The one builds better living ... the other teaches ... how to live well in this world of material possessions that industry has made ..."

"How Has Education Contributed to Business?" Willis A. Sutton, Superintendent of Schools, At-

lanta, Georgia, former president of the National Education Association. "The cultural level of the masses of the people is the basis of good business. As you raise this cultural level, you raise business—as you lower it, you destroy business."

"What Does the Public Want From the Schools?" Mark M. Jones, President, The Akron Belting Company. "What the public wants from the schools is more and better understanding of the economic system under which the people live and move and have their being."

"The Job of the School As One Educator Sees It," Edward H. Reisner, Professor of Education, Teachers College, Columbia University. "Reproduce as nearly as possible within the schools the processes of democratic decision which operate in our society at large. Nothing in the way of fact or theory which has a bearing upon the management of our economic life should be kept away from our pupils."

"How Can Business and Education Get Together?" H. W. Prentis, Jr., President, Armstrong Cork Company. "The first function of education ... is to educate the mass of the people along the broad general lines of sound and practicable knowledge. It must equip our average men and women to handle the ordinary problems of living."

"The Service Club—An Educational Asset," Paul Wamsley, past president, Western Zone, New York State Teachers Association, and past president, Riverside Lions Club, Buffalo. "We, as educators, should realize that we must come out of our shells and develop our schools extensively as well as intensively."

"Product Guaranteed," Lester T. Hannan, Junior High School, Hamburg. "Personal education is our greatest need. ... Businessmen have seen fit to exclaim that our high school graduates are possessed of too much mathematics and not enough maturity, of a super-abundance of languages and a pitifully small amount of loyalty. ... Knowledge in itself is no longer of paramount value."

"Is Pre-employment Training an Answer?" A co-operative plan between school and business conducted by Oneida Community, Ltd., as outlined in a letter from Ray Noyes of that company. "... I am satisfied that not only did these students gain experience, poise, and confidence of inestimable value, but that we were amply repaid for the time spent in training these students."



PERTINENT comments on business education in general and Harland V. Main's "Report of a Study in Letter Forms" (October, 1938, B.E.W.—page 156) in particular were made in a letter written to Mr. Main by Violet Wilson, Stenographic Supervisor of General Electric X-Ray Corporation, Chicago.

We are glad to reprint Miss Wilson's letter in its entirety. We speak for all commercial educators when we say, "We wish many more business people would make suggestions as helpful as these!"

DEAR MR. MAIN: Your "Report of a Study in Letter Forms" in the October issue of *THE BUSINESS EDUCATION WORLD* was read with interest. I thought you might be interested in the remarks of one who is a product of Chicago schools and who has been in the business world for a long time.

I should hazard a guess that in most cases the arrangement of business letters is left entirely in the hands of the stenographer herself. As a rule only the large companies have printed manuals of style for her to follow. So, unless a company has a manual, you would probably find in one organization as many different styles of arrangement as there are stenographers. It is to the credit of the American stenographer, though, that the appearance of letters has been improving steadily. (Diction, I am sorry to say, has not kept pace.)

I have been interested in watching the increased popularity of elite type. I believe the reason is that most persons think the elite type makes a better looking letter. For one thing, the right-hand margin can be made less jagged, if an effort is made to keep it even. Another reason for the preference of small type among the typists themselves is that there is less to erase when an error is made and such erasures are not nearly so noticeable.

I have been wondering for a long time if instructors in high schools still forbid the use of erasers in typing classes, as was the case years

ago. I believe that one of the most common deficiencies of the typists that come into our organization is their inability to erase neatly. I should think training in erasing skillfully would be a worth-while addition to the curriculum. Letters without mistakes are most desirable, of course, but instruction in erasing deftly would stand the average typist in good stead when she finally entered the business world. It is the finished job that the boss is concerned with and not, as a rule, the method.

Business, I believe, should take an interest in what is being taught in the schools.—*Violet Wilson, Stenographic Supervisor, General Electric X-Ray Corporation, Chicago.*

TO THE EDITOR:

You ask what use I make of the excellent B.E.W. letter-writing projects which your service provides. At the beginning of the year, I ordered a sufficient number of copies to provide the letter-writing students. Each month, I read the assignment carefully and consider the questions that will arise in writing the letter. Without comment, I distribute the copies, and a day or two later (hoping that the students have read them) I conduct a discussion about the letter to be written.

We examine the problems that will have to be considered and students suggest various ways of dealing with them. If I have in mind other or better ways, I suggest them. After assigning a date for a rough draft of the letter to be finished, I let the matter drop for a few days.

I have found that further discussion is profitable after students have made an attempt to write the letter, for then they realize more fully the difficulties which are involved. Sometimes, if I can find a letter in which similar situations occur, I read it in class and try to lead the students to analyze the writer's handling of the problem.

During a later class period, the students exchange letters. On a slip of paper, they make notes of any changes that they think should be made. For example, they examine sentence structure, paragraphing, spelling, punctuation, and errors in grammar. Wherever they think a change should be made in sentence structure, they rewrite the sentence, making the improvement they think it requires.

When the criticisms are completed, I do one of two things. When I first use this method, I collect the letters and the comments. In marking them, I see what errors students have noticed, what they have overlooked, and (this also happens) where they have suggested changes either unnecessary or incorrect. When the students receive letters back, both the writer of the letter and the person who made the comments profit by the correct ones. The latter sees the errors that he had failed to notice and thus develops more critical ability.

The other method I use is to allow the comment slips to be returned immediately to the

owner of the letter who may make the suggested changes. If the student should doubt the correctness of any criticism, he is free to consult me about it.

Sometimes, I ask a number of students to read their letters to the class. We then discuss the merits and, afterwards, the defects—constructively, however, for we always try to suggest a remedy.

As another phase of remedial teaching, I read to the class the most outstanding examples of weak sentence structure in the letters. Students who have enjoyed a merry laugh at their own mistakes become more keenly aware of the possibilities of slips with words. I also review the spelling errors and the general types of punctuation and grammatical errors which occurred.

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On the other hand, however, there is a quality of nobility in sharing. Since it is noble to be unselfish with merely material things, why is it not more noble to be unselfish with ideas, which, by their nature, are a product of the spirit? Work in a spirit of co-operation rather than of competition is productive of generosity, helpfulness, and good will.

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their first curriculum for commercial teachers in 1911, and I happen to be the first graduate of that institution to receive the commercial teacher's diploma.

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I was not and am not aware that my Alma Mater was the first institution to introduce a teacher's training course, but I cannot permit the statement to go unchallenged that another school, which started its commercial teacher training course work a year later was, according to your article, the first in the country.—*Don T. Deal, Central High School, Trenton, New Jersey.*

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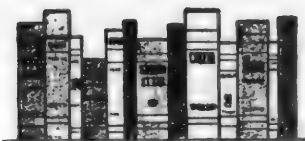
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against rackets, vocational ing aids, special magazines, jobs and job placement.

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By Thomas O. Marshall
of Rochester), *Occupation*, -
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It is estimated that two and one-half million persons are enrolled annually in our country's approximately twelve thousand privately-owned schools. Many of these schools have high ethical standard and enviable employment records. The villains in the picture, however, unfortunately darken the scene.

"Gyp" schools find their victims among the untrained, unemployed, and uninformed youth. The young boy who is paying \$7 each week out of the \$12 he earns until \$150 has been paid is just one of thousands who have signed contracts, found nothing but disappointment in the courses, and continued to pay and pay. Not only money is lost, but also time and faith. Disillusionment and a feeling of failure are much more expensive in the long run than the dollars-and-cents cost of the course.

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Educational
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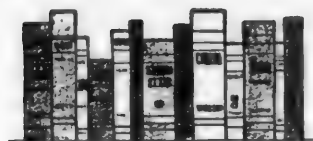
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Education Service, Washington, D. C., 1938, 541 pp., \$2.50.

The authors seek to determine the promise of tomorrow by studying realistically the forces which make for confusion and bewilderment today.

The first section describes the historical and economic background against which studies of specific occupations must be made. There is a frank discussion of the problems which must be solved if America is to realize the vision of a better life and greater heritage of natural resources, scientific development, productive energy, and democratic spirit.

The promise of tomorrow is not one of hasty material progress such as that which has taken place in the last century and a half, but the promise of an unhurried and constructive achievement, of economic and social stability for the nation, and security for the individual.

In the second section are discussed problems of physical and mental health, social relationships, and character and personality, which the individual must solve if he is to achieve vocational success.

The last section analyzes vocational opportunities in a large number of occupations, such as agriculture, the arts, building trades, banking, accountancy, clerical occupations, engineering, instructive professions, and other fields. Specific information is given with respect to preparation required, qualifications for success, the compensation which may be expected, the employment possibilities, and the percentage of members of the occupation who are unemployed. Where necessary, there is a discussion of the place of a particular occupation in American life and a statement of the upward or downward trend in that field.

Chapter 15 deals frankly and honestly with clerical occupations: bookkeeping, stenography, office machines, and filing; and Chapter 21, with selling. These occupations are described carefully and without the coating of glamor so often applied to them. Statistics from governmental surveys of demand, salary, and other facts have the ring of truth and of fact rather than the gloss of opinion.

The authors of this textbook for orientation and guidance classes in high school or college believe that guidance should include building materials for the character and personality foundations of success, specific information about vocational opportunities, and provision for an understanding of the relation of efficient citizenship to individual success and happiness. *The Promise of Tomorrow* is a unique textbook, in that it includes helps for all these phases of guidance.

This is indeed a valuable aid to the young person seeking a career and to the teacher who wishes to guide him.—Reviewed by Velma Overne Abney, instructor at Los Angeles City College, and student of Dr. E. G. Blackstone, University of Southern California.

Occupational Studies

By National Occupational Conference, 551 Fifth Avenue, New York, 10 cents each, with quantity rates.

These occupational studies contain appraisals and abstracts of the available literature of various occupations, with annotated bibliographies. They are prepared under the direction of well-known specialists in occupational guidance, such as Edwin A. Lee, Harry D. Kitson, Harold F. Clark, and Franklin J. Keller and can, therefore, be accepted as authoritative.

A pamphlet describing all the publications of the National Occupational Conference may be obtained free from the above address.

Index to the Teaching of Bookkeeping and Accounting

A ten-year bibliography, 1929-1938, compiled by P. O. Selby, professor of business education, Northeast Missouri State Teachers College. Research Press, Kirksville, Missouri, 1939, 44 pages, 53 cents.

A quotation from the introduction will explain the purpose of this booklet.

"The present bibliography aims to be complete rather than selective. It is an attempt to list everything that has been written concerning the teaching of bookkeeping and accounting during the past ten years. It contains more than 700 references, whereas the longest previous compilation known to the compiler contained less than 200 items. It is believed that the comprehensive list will best serve students of methods courses and researchers in business education."

The bibliography has seven parts. It is divided according to periodical references, reports of research, books and pamphlets for teachers, bookkeeping textbooks, accounting textbooks, tests, and courses of study.

(Continued from page 604)

aspects of the case? Who had the greater number of witnesses? Are numbers important? Were there contradictions? Was there conflicting testimony on either side? Were exhibits introduced in evidence? Did they substantiate or disprove the testimony given? What about the prior reputation of the principals?

All these questions, and more, confront the conscientious juror. Often, his task is a difficult one. Has the burden of proof been borne by the plaintiff? Only twelve good men and true can say!



Shorthand Practice Material

THE GREGG WRITER

★ Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER. ★

End to Winter

By LEONA AMES HILL

ALL OF A SUDDEN there was an end of winter;
 Nobody knew the moment, but there were c.ows
 Cawing and flapping²⁰ their sooty wings, and
 snows,
 Once mighty drifts, were suddenly only a splin-
 ter
 Of meager ice. Swift streams were emerald,⁴⁰
 tumbling
 Down hilly pastures. All of a sudden the cold
 Was a broken chain, and there were miracle
 gold
 Tassels⁶⁰ along the willows. A distant rumbling
 Of shadowy thunder echoed across the west
 As the earth awoke⁸⁰ from sleep and stretched.
 A stone
 Gathered slow peace from the windless light
 that shone
 Suddenly warm and kind. Ah, nobody guessed¹⁰⁰
 Just how it happened, but grass was green; the
 sun
 Gleamed through the first spring rain, and winter
 was done. (119)

Greek vs. Shorthand

TIME WAS when Latin and Greek, the mainstays of a classical education, were taught because they were useful. During²⁰ the Middle Ages, when our standards in higher education had their root, Latin was the common⁴⁰ literary tongue, the tongue in which scholars of all races and all climes molded their thoughts. Then all the commoner⁶⁰ languages were little more than dialects, possessing no literary or academic background, so that of⁸⁰ necessity anything deemed worthy of permanence was consigned to parchment in the sonorous periods¹⁰⁰ of the Roman tongue. Greek, the only other language with a literature, still had a vogue, but already it¹²⁰ was declining as a necessary accomplishment.

Then, the first requisite to an education was

a¹⁴⁰ knowledge of Latin. It was necessary to know it in order simply to carry on a course of study.¹⁶⁰ Greek probably came second in importance; for, although much of the Greek literature had been translated into¹⁸⁰ the Roman, still it was desirable for the ambitious student to be familiar with both tongues, in order²⁰⁰ to avail himself to the full of the meager accessible store of human knowledge of that time.

It is²²⁰ thus that we inherit our present educational standards. The tradition of a classical education,²⁴⁰ born of medieval necessity, is just as binding upon us today as though we had no language²⁶⁰ or literature of our own. Neither tongue—Latin or Greek—is essential to us now, when everything that²⁸⁰ was ever expressed in the classics is now matched by an ample translation into the rich literary tongue³⁰⁰ of Shakespeare and of Milton. Yet it is a universal requirement in our institutions of secondary³²⁰ education that the seeker after knowledge shall spend two years on one or other of these long-dead languages.³⁴⁰

There is without doubt a certain cultural value in the mere study of either Latin or Greek. For,³⁶⁰ entirely apart from their literary importance, we are always mindful of the important mental exercise³⁸⁰ that must come from the study of a highly synthetic tongue such as Greek; and Latin still has a recognizable⁴⁰⁰ usefulness in its bearing upon the root sources of our own mother tongue. But we are daily reminded⁴²⁰ on every hand, even by educators themselves, that this is a practical, and not a classical⁴⁴⁰ age. It is an age of specialized knowledge. There is too much knowledge available and accessible for one⁴⁶⁰ mind to comprehend it all, as was perhaps possible in the Middle Ages. A lifetime today will hardly⁴⁸⁰ suffice to compass any one field of human endeavor. Therefore, we are forced to specialize, to concentrate⁵⁰⁰ within our own special limits, without waste of effort or of subject matter. It should not be necessary⁵²⁰ to learn a whole language that we can never use, or to duplicate a

literature that already exists¹⁴⁰ in our own tongue, in order to acquire a few root forms. Nor, we submit, is it desirable to skim¹⁵⁰ superficially through a dead tongue simply to provide a horizontal bar for reluctant brain cells.

Naturally,¹⁶⁰ any subject that will stimulate mental activity has a proper place in the curriculum. But since¹⁷⁰ we are doing it in every field, why shouldn't we combine the two objects of modern education in¹⁸⁰ one study? Is it not possible, among the wide range of studies now available, to find one universally¹⁹⁰ useful and at the same time possessing a cultural or educational content?

We have long felt²⁰⁰ that shorthand, in addition to its recognized utility, as a study possesses most of the virtues²¹⁰ of the old synthetic languages. The mental processes involved in its mastery are very similar²²⁰ to the processes involved in the study of Greek. The synthetic building up of the shorthand outline in the²³⁰ mind compares with the same building up of the conjugated verb or the various declensions of the noun. There²⁴⁰ is the same discipline of applied rule, and an equal mindfulness of the inevitable exception.²⁵⁰

Moreover, the study of Latin or of Greek is rarely followed through to complete mastery. Although much time is²⁶⁰ spent upon the study, a bare superficial knowledge is considered sufficient for passing. The result is²⁷⁰ that what little practical value the subject does possess in the way of teaching root forms or of absorbing²⁸⁰ the classic literature is deliberately minimized. A few years after the study is finished—in²⁹⁰ the absence of any live contact with it thereafter—there is barely a trace of it left in the mind of even³⁰⁰ the most faithful student. Who a few years after leaving school can recall a complete Greek verb or a full³¹⁰ declension of a Latin noun? Who, indeed, cares to do it if he could? The practical value to be derived is³²⁰ further diminished by a complete lack of motivation or enthusiasm for the subject.

On the other³³⁰ hand, a subject such as shorthand is almost immediately useful to the student; and it is highly³⁴⁰ motivated. It is *alive*. It may be coördinated at once with the knowledge already possessed. There³⁵⁰ is inherent in it the enthusiasm to carry it through to its logical conclusion and make of³⁶⁰ it a proficient tool of the mind. Two years of shorthand will, we believe, provide all the mental gymnastics that³⁷⁰ are to be found in Greek; it will, in addition, place at the convenience of the student an art that is useful,³⁸⁰ whether he employs it commercially or simply bends it to the task of completing his education.³⁹⁰

Latterly, President Wilson, and in earlier days, Thomas Jefferson—to cite but two men of note—studied shorthand⁴⁰⁰ in their youth, not to become stenographers or secretaries, but to enable them the better to pursue⁴¹⁰ the other studies essential to their subsequent careers. President

Wilson, we know, used it throughout his⁴²⁰ college days, making swift notes with it of the classroom lectures; he used it as an attorney-at-law and as⁴³⁰ president of Princeton University; and throughout his two terms in the Presidency rarely did a day pass⁴⁴⁰ that he did not find it useful to him, in making brief notes for a public address, for a war-time note to a⁴⁵⁰ foreign power, or for a message to Congress on the state of the Union.

The art of pothooks and circles has⁴⁶⁰ already established itself as an indispensable tool in the world of business; yet, when we observe an⁴⁷⁰ educator like Mr. Wilson practising it as an academic and personal convenience, who will⁴⁸⁰ say that its greatest usefulness is not still ahead of it, as a modern practical-cultural study in⁴⁹⁰ the common secondary school curriculum? (1249)

[Reprinted by request from the *Editorial Views* in the April, 1930, "Gregg Writer"]

Success Factors

From "Chats," published by the P. H. Glatfelter Company, paper manufacturers, Spring Grove, Pennsylvania

OF ALL THE ELEMENTS that learned men claim are necessary for success (the kind of success that brings that⁵⁰⁰ unmistakable buoyant feeling), these seem to stand out. First, an enthusiastic appreciation that your work is⁵¹⁰ valuable and is somehow contributing something to the progress of the affairs of men. All honest⁵²⁰ endeavor does. Secondly, enthusiasm for the work you are doing, which comes easily to those who know its⁵³⁰ value. And third, ceaseless effort. This follows naturally the first two, for if you have them, your work is a pleasure⁵⁴⁰ and not a task.

I imagine many of us in that respect are like the author who said in answer to⁵⁵⁰ a question, "Yes, I love my work. I love it so much I could sit and look at it all day."

If you have these⁵⁶⁰ qualifications and do not understand the Einstein theory, or always get a haircut regularly, you may not⁵⁷⁰ be publicly labeled a genius, but you are one. At least according to the definition of a genius⁵⁸⁰ given by Alexander the Great, "Genius means transcendent capacity for taking trouble." This is accepted⁵⁹⁰ for top place, which suits me, for it considers those of us who never have flashes of brilliance but are willing⁶⁰⁰ to work. (221)

Keepers of the Light

From "S. O. S.," a Book of Sea Adventure
By DAVID MASTERS

Copyright 1934, Henry Holt and Company, New York
(Reprinted in shorthand by special permission
of the author and publisher)

PART II

"IT'S BOUND to quiet down today," said Mr. Langton. "Directly it holds up we'll pull across."
Langton cleaned and filled⁶¹⁰ his lamp, gave the

glass a polish, and all the time kept an eye on the weather. The gale was too strong, and the seas far⁶⁰ too high for him to attempt the crossing in the very early morning, but later on it moderated a⁶⁰ little and gave him the chance for which he was waiting. Taking his wife with him, he pulled over to the island, leaving⁶⁰ his daughter behind in the fort.

Wasting no time they collected provisions and carried them down to the boat.¹⁰⁰ They were too late. The lull had lasted just long enough to enable them to row ashore. When they got back to the¹²⁰ boat the gale was roaring louder, the seas running higher than they had been for the past week.

The lighthouse keeper was¹⁴⁰ cut off from his light. It was a terrible position. He was filled with anxiety.

"I must go back," he said.¹⁶⁰

"You won't get across tonight," said one of his fishermen friends.

The lighthouse keeper and his wife went up to the coast guard¹⁸⁰ station at Bembridge, worrying incessantly about the light, looking over to the ugly fort set on²⁰⁰ the strip of shingle which they could not reach, with the wind howling in their ears and the breakers thundering on the shore.²²⁰

"You couldn't live in that," said his friends at the coast guard station.

They were right. If Langton had attempted to return²⁴⁰ he would have been lost. Even a motor boat, which pluckily tried, was helpless in the gale and had to take shelter²⁶⁰ again.

"Ethel's alone with nothing to eat—just a bit of bread," said Mrs. Langton.

A young girl of fifteen out²⁸⁰ there alone in the shrieking gale with the seas booming in a deep voice on the shingle and the spray flying through the³⁰⁰ air, and only half a loaf to eat—how many women would not have been terrified in a like position, and³²⁰ how many men would have been quite free of fear?

The lighthouse keeper's daughter was of the right breed. Grace Darling was not³⁴⁰ pluckier. The name of Langton is the first name on Magna Charta which gave England her freedom, and Ethel Langton³⁶⁰ did not disgrace that name.

Anxiously those at the coast guard station gazed in the direction of the fort, worrying³⁸⁰ incessantly over the light, thinking of what might happen if it did not shine, of some ship seeking shelter⁴⁰⁰ from the gale, being swept to disaster on the shoal. How bitterly the lighthouse keeper regretted leaving the⁴²⁰ fort, how intensely he longed to get back. He thought of his little daughter, whom they knew by the pet name of Deno,⁴⁴⁰ out there alone; remembered a day when she and her elder sister, both barely big enough to handle an oar⁴⁶⁰ apiece, were out in the rowboat miles from the fort, enjoying themselves hugely, quite unafraid, while Deno was trying⁴⁸⁰ to make her sister believe that Deno's side of the boat was most surely

moving faster than the other side.⁵⁰⁰ Certainly the youngster had grit—her parents were quite sure of that—but what about the light?

Suddenly at dusk they⁵²⁰ saw the light flash out, and never were people more relieved.

The plucky girl, in the teeth of that howling gale, climbed up⁵⁴⁰ the ladder, while the wind nearly blew the clothes off her body and her feet from the rungs, until she got to the platform.⁵⁶⁰ The waves were booming against the wall of the fort and shooting high in the air to form a great green curtain. The⁵⁸⁰ wind was carrying the seas right over the top of the fort, to drench her as she struggled to open the metal⁶⁰⁰ door to get into the lamp room. Many a time Langton, strong man as he was, could only just open the door when⁶²⁰ a gale was blowing. Now his daughter waged the same battle with the wind and, bracing her young body, managed at last⁶⁴⁰ to get inside to set the lamp flashing its message over the storm-swept Solent. She was imbued with the spirit⁶⁶⁰ of the light, knew how much depended on it, and young as she was did not shirk the duty or fear to face the risk.⁶⁸⁰ All night it continued to flash bravely in the teeth of the gale, and the lighthouse keeper ashore was thankful when⁷⁰⁰ day broke. (701)

(To be concluded next month)

Graded Dictation

Based on the 5000 Most-Used Words

By CLARA HELICKSEN

CHAPTER FOUR

UNIT 10. My cousin has a good position in the Government school. The football team usually plays on the campus.²⁰ A number of the Force expect to purchase roses this forenoon. Surely they will get four dozen. I wish my⁴⁰ governor would look after the crew. It is true that the bus took another route because the usual road by the⁶⁰ lagoon is so rough. (64)

Dear Susie: Remember, you are to let cook make the doughnuts for supper, for you are going shopping with me this²⁰ afternoon. The stores are making great reductions on everything they carry, especially on shoes and rubber⁴⁰ boots. I have to choose a couple of rugs for the upstairs hall. We can get fruit, nuts, and sugar, too. Bunny.

Luke:⁶⁰ Have they cleared up the mysterious question yet of who upset the canoe on Sutter Lake? Lucy (78)

UNIT 11. The witness would utter no word about the nature of the quarrel which awoke him that particular afternoon.²⁰ Weary of waiting, the woman had gone ahead in the wagon; the man followed on his wheel. Winnie will wed⁴⁰ the hardware dealer this Fall. I suppose that is the widow's dwelling? We watched our weight closely as the swimming season⁶⁰ wore on. (62)

Miss Sarah Quaille, Quincy, Illinois. Dear Madam: It is being reported that you are quoting me as complaining²⁰ about the state of the women's

wash room at the Woods' House. Any such rumor is false. We both know the room is^{so} fully equipped. Naturally, an explanation of your queer remarks is expected. Further, I await^{so} a quick reply from you. Yours truly, (66)

UNIT 12. For all his evenings' efforts, the youth gave the wrong answers in the morning's examination. I infer it is^{so} impossible for him to sing "blue" songs at the engineers banquet this spring. The gangster was hanged for attacking^{so} the king. The tanker sank at her moorings before they could install the engine. What exchange is allowed on cars built^{so} abroad? (61)

Mr. John Moon: Augusta, Maine. Dear Sir: Thanks for your recent friendly communication answering my questions^{so} and informing me of your experience with the Yardley Bank for Savings. I am strongly impressed with what you^{so} say about the character of these young bankers. Seemingly they are as yet unknown to Uncle Frank, or else he^{so} would have put them on the long list of men I was to ring up before he returned. My greetings to your family!^{so} Yours, (80)

CHAPTER FIVE

UNIT 13. Our primary teacher, Joyce Krause, has such a fine voice that she was the choice of the choir for the graduation night^{so} solo. Why were there so few to join in fighting the fire? That lively lad soon tired of idling at the side of the^{so} highway while the funeral passed by. The price of fuel is not likely to climb any higher. (56)

Leroy Powers, Outfitters. Troy. Dear Sirs: Kindly write or wire me before midnight whether you can supply uniforms^{so} of the right type for use by the boy scouts of this state. If we can find a good style that will not be too high-priced,^{so} we are quite likely to buy several gross within a fortnight. You might also quote prices on the blouses alone,^{so} in thousand lots. How soon could you fill a trial order in sizes ten to thirteen? Yours very truly, (79)

UNIT 14. The stranger's strenuous objection to signing the voucher created genuine annoyance throughout the Bureau,^{so} but it was given respectful consideration. Revenue from his poems was so reduced that he faced^{so} ruin. The quiet flat across the Avenue suited Mr. Prior nicely. Few knew that the genius was stricken^{so} with pneumonia at the height of his triumph. Only his boy knew. What progress has been made in the science of^{so} radio broadcasting! (84)

Mr. Bryce: I wonder whether you mailed out your new list of piano music prior to receiving my^{so} inquiry? If not, it is overdue. Please arrange to send it to our address each month when issued. Yours truly,

Dear^{so} Clyde: Here's how you can get ten exciting serial stories with the next 18 issues of "Youth's Companion"—at^{so} the dollar rate! The enclosure outlines various renewal plans. Take advantage of the reduced prices today!^{so} Miles (81)

UNIT 15. The problems of the organization are serious, for the work cannot be performed acceptably or^{so} profitably except by persons having equipment that satisfies the requirements perfectly. Documents,^{so} exceptionally valuable, in his judgment, were unexpectedly recovered from that basement apartment.^{so} Promotion is proper proof of excellent performance. (70)

Dear Dad: Judge Brown has promised to run over for the alumni luncheon. I am quite confident he can persuade^{so} the directors to appropriate a sum ample for a suitable monument to Professor Downing. Sonny (40)

CHAPTER SIX

UNIT 16. We are unable to send you a copy of this draft until the first Wednesday in April. I suggest careful^{so} attention to the sentiments outlined by your client. She phoned her landlady in reference to the rent. If^{so} he sends a remittance we will mail the signed bonds. If I could induce my parents to put their funds into this^{so} industry by lending me the money, I could buy the empty building next to the laundry. (76)

Dear Tom: I have found some land available in Grant County, on which there are several stands of trees that would make^{so} excellent lumber. You said you have hunted a good piece of land for years. You could have a number of small fields of^{so} grain and plenty of space for your stock. I believe this land would yield a good income. The buildings need painting, but except^{so} for that they are sound. It was owned by Raymond Sands, but he is compelled to let it be sold for taxes. Fred (79)

UNIT 17. Tomorrow the railway will remove the agent whose indifference to the rules was responsible for what happened^{so} to that gentle old gentleman. Creditors of the movie beauty differ in approximating her assets.^{so} From their appearance it is apparent these negatives were opened before delivery, but pending^{so} definite proof against Carpenter there is no use spending time on his defense. (74)

Gentlemen: Your representative appears to have devoted much time to defeating the impending movement^{so} of the natives. He divined their mistaken motive, and his endeavors have been crowned with success. He influenced^{so} them not only to defer instant action, but I am positive he has stopped the move altogether. That^{so} quality of spirit is a credit to your Division. Very sincerely yours, (74)

UNIT 18. Since you advertise in the newspapers, a small catalogue should be sufficient to acquaint the public with the^{so} merchandise you display in your department. On inspection, they determined to replace what they could not repair,^{so} or refund the cost. After serious debate, the inspectors revised their previous decision and refrained^{so} from discharging the insurance agent in disgrace, but, despite his behavior, they nevertheless permitted^{so} him to resign. (83)

Gentlemen: I have discovered that the disease which has occasioned such despair and misery among hundreds²⁰ in the Republic responds to our new treatment very satisfactorily. It is reasonable to believe,⁴⁰ with the improvement now discernable, that we may depend on dispatching our difficulties in record⁶⁰ time. I know you will rejoice on the reception of this good news. Yours cordially, (74)

The Million-Pound Bank Note

By MARK TWAIN

From "The Man that Corrupted Hadleyburg"

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Harper & Bros.

PART III

AND IT WAS natural; for I had become one of the notorieties²⁰⁸⁰ of the metropolis of the world, and it turned my head, not just a little, but a good deal. You could not²⁷⁰⁰ take up a newspaper without finding in it one or more references to the "vest-pocket million-pounder"²⁷²⁰ and his latest doings and sayings. At first in these mentions, I was at the bottom of the personal-gossip²⁷⁴⁰ column; next, I was listed above the knights, next above the baronets, next above the barons, and so on, climbing²⁷⁶⁰ steadily, until I reached the highest altitude possible, and there I remained, taking precedence of²⁷⁸⁰ all dukes not royal, and of all ecclesiastics except the primate of all England. But mind, this was not fame;²⁸⁰⁰ as yet I had achieved only notoriety. Then came the climaxing stroke—Punch caricatured me! Yes, I²⁸²⁰ was a made man now; my place was established. I might be joked about still, but reverently, I could be smiled at,²⁸⁴⁰ but not laughed at. The time for that had gone by. Well, you can imagine how it was with a young fellow who had never²⁸⁶⁰ been taken notice of before, and now all of a sudden couldn't say a thing that wasn't taken up and²⁸⁸⁰ repeated everywhere; couldn't stir abroad without constantly overhearing the remark flying from lip²⁹⁰⁰ to lip, "There he goes; that's him!" couldn't take his breakfast without a crowd to look on; couldn't appear in an opera²⁹²⁰-box without concentrating there the fire of a thousand lorgnettes. Why, I just swam in glory all day long—that²⁹⁴⁰ is the amount of it.

You know, I even kept my old suit of rags, and every now and then appeared in them,²⁹⁶⁰ so as to have the old pleasure of buying trifles and being insulted, and then shooting the scoffer dead with²⁹⁸⁰ the million-pound bill. But I couldn't keep that up. The illustrated papers made the outfit so familiar that³⁰⁰⁰ when I went out in it I was at once recognized and followed by a crowd, and if I attempted a purchase³⁰²⁰ the man would offer me his whole shop on credit before I could pull my note on him.

About the tenth day of my³⁰⁴⁰ fame I went

to fulfill my duty to my flag by paying my respects to the American minister. He³⁰⁶⁰ received me with the enthusiasm proper in my case, upbraided me for being so tardy in my duty,³⁰⁸⁰ and said that there was only one way to get his forgiveness, and that was to take the seat at his dinner-party³¹⁰⁰ that night made vacant by the illness of one of his guests. I said I would, and we got to talking. It turned out³¹²⁰ that he and my father had been schoolmates in boyhood, Yale students together later, and always warm friends up to³¹⁴⁰ my father's death. So then he required me to put in at his house all the odd time I might have to spare, and I was³¹⁶⁰ very willing, of course.

In fact, I was more than willing; I was glad. When the crash should come, he might somehow be able³¹⁸⁰ to save me from total destruction. I couldn't venture to unbosom myself to him at this late date, I³²⁰⁰ was in too deep for me to be risking revelations to so new a friend, though not clear beyond my depth, as I³²²⁰ looked at it. Because, you see, with all my borrowing, I was carefully keeping within my means—I mean within³²⁴⁰ my salary. Of course, I couldn't *know* what my salary was going to be, but I had a good enough basis³²⁶⁰ for an estimate, in the fact that if I won the bet I was to have *choice* of any situation in³²⁸⁰ that rich old gentleman's gift provided I was competent—and I should certainly prove competent; I hadn't³³⁰⁰ any doubt about that. And as to the bet, I wasn't worrying about that; I had always been lucky. At³³²⁰ present I was only in debt for my first year's salary. Everybody had been trying to lend me money,³³⁴⁰ but I had fought off the most of them on one pretext or another; so this indebtedness represented³³⁶⁰ only £300 borrowed money, the other £300 represented my keep and my purchases.³³⁸⁰ I believed my second year's salary would carry me through the rest of the month if I went on being cautious³⁴⁰⁰ and economical, and I intended to look sharply out for that. My month ended, my employer back from³⁴²⁰ his journey, I should be all right once more, for I should at once divide the two years' salary among my creditors³⁴⁴⁰ by assignment, and get right down to my work.

It was a lovely dinner-party of fourteen. The Duke and Duchess³⁴⁶⁰ of Shoreditch and their daughter, the Earl and Countess of Newgate, Viscount Cheapside, Lord and Lady Blatherskite, some³⁴⁸⁰ untitled people of both sexes, the minister and his wife and daughter, and his daughter's visiting friend, an³⁵⁰⁰ English girl of twenty-two, named Portia Langham, whom I fell in love with in two minutes, and she with me—I³⁵²⁰ could see it without glasses. There was still another guest, an American—but I am a little ahead of³⁵⁴⁰ my story. While the people were still in the drawing-room, whetting up for dinner, and coldly inspecting the³⁵⁶⁰ latecomers, the servant announced:

"Mr. Lloyd Hastings."

The moment the usual civilities were over, Hastings³⁵⁸⁰ caught sight of me, and came straight with cordially outstretched hand; then stopped short when about to shake, and said, with an embarrassed³⁶⁰⁰ look:

"I beg your pardon, sir, I thought I knew you."

"Why, you do know me, old fellow."

"No. Are *you* the—the—"

"Vest-pocket³⁶³⁰ monster? I am, indeed. Don't be afraid to call me by my nickname; I'm used to it."

"Well, this is a surprise.³⁶⁴⁰ Once or twice I've seen your own name coupled with the nickname, but it never occurred to me that *you* could be the Henry³⁶⁶⁰ Adams referred to. Why, it isn't six months since you were clerking away for Blake Hopkins in Frisco on a³⁶⁸⁰ salary, and sitting up nights on an extra allowance, helping me arrange and verify the Gould and Curry³⁷¹⁰ Extension papers and statistics. The idea of your being in London, and a vast millionaire, and a³⁷³⁰ colossal celebrity! Why, it's the Arabian Nights come again. Man, I can't take it in at all; can't³⁷⁴⁰ realize it; give me time to settle the whirl in my head."

"The fact is, Lloyd, you are no worse off than I am. I can't³⁷⁶⁰ realize it myself."

"Dear me, it *is* stunning, now isn't it? Why, it's just three months today since I tried to persuade³⁷⁸⁰ you to come to London with me, and offered to get leave of absence for you and pay all your expenses, and³⁸⁰⁰ give you something over if I succeeded in making the sale; and you would not listen to me, said I wouldn't³⁸²⁰ succeed, and you couldn't afford to lose the run of business and be no end of time getting the hang of things again³⁸⁴⁰ when you got back home. How did you happen to come, and whatever *did* give you this incredible start?"

"Oh, just³⁸⁶⁰ an accident. It's a long story—a romance, a body may say. I'll tell you all about it, but not now."

"When?"³⁸⁸⁰

"The end of this month."

"That's more than a fortnight yet. It's too much of a strain on a person's curiosity. Make³⁹⁰⁰ it a week."

"I can't. You'll know why, by and by. But how's the trade getting along?"

His cheerfulness vanished like a breath,³⁹²⁰ and he said with a sigh:

"You were a true prophet, Hal, a true prophet. I wish I hadn't come. I don't want to talk³⁹⁴⁰ about it."

"But you must. You must come and stop with me tonight, when we leave here, and tell me all about it."

"Oh, may³⁹⁶⁰ I? Are you in earnest?"

"Yes; I want to hear the whole story, every word."

"I'm so grateful! Just to find a human³⁹⁸⁰ interest once more, in some voice and in some

eye, in me and affairs of mine, after what I've been through here—lord!⁴⁰⁰⁰ I could go down on my knees for it!"

He gripped my hand hard, and braced up, and was all right and lively after that.

We⁴⁰²⁰ had a lovely time; certainly two of us had, Miss Langham and I. I was so bewitched with her. And I *told* her—⁴⁰⁴⁰ I did, indeed—told her I loved her; and she—well, she blushed till her hair turned red, but she liked it; she *said* she did. Oh,⁴⁰⁶⁰ there was never such an evening!

I was perfectly honest and square with her; told her I hadn't a cent in the⁴⁰⁸⁰ world but just the million-pound note she'd heard so much talk about, and *it* didn't belong to me, and that started her⁴¹⁰⁰ curiosity; and then I talked low, and told her the whole history right from the start, and it nearly killed her⁴¹²⁰ laughing. What she could find to laugh about I couldn't see, but there it was; every half-minute some new detail⁴¹⁴⁰ would fetch her, and I would have to stop as much as a minute and a half to give her a chance to settle down again.⁴¹⁶⁰ I never saw a painful story—a story of a person's troubles and worries and fears—produce just *that*⁴¹⁸⁰ kind of effect before. So I loved her all the more, seeing she could be so cheerful when there wasn't anything⁴²⁰⁰ to be cheerful about; for I might soon need that kind of wife, you know, the way things looked. Of course, I told her we should⁴²²⁰ have to wait a couple of years till I could catch up on my salary; but she didn't mind that, only she hoped⁴²⁴⁰ I would be as careful as possible in the matter of expenses, and not let them run the least risk of trenching⁴²⁶⁰ on our third year's pay. Then she began to get a little worried, and wondered if

SUMMER IN CALIFORNIA

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we were making any mistake,⁴³⁹⁰ and starting the salary on a higher figure for the first year than I would get. This was good sense, and it⁴³⁰⁰ made me feel a little more confident than I had been feeling before; but it gave me a good business idea,⁴³²⁰ and I brought it frankly out.

"Portia, dear, would you mind going with me that day, when I confront those old gentlemen?⁴³⁴⁰ You're so beautiful and so lovely and so winning, that with you there I can pile our salary up till I⁴³⁶⁰ break those good old fellows, and they'll never have the heart to struggle."

"You wicked flatterer! There isn't a word of⁴³⁸⁰ truth in what you say, but still I'll go with you. Maybe it will teach you not to expect other people to look with⁴⁴⁰⁰ your eyes."

Were my doubts dissipated? Was my confidence restored? You may judge by this fact: privately I raised my⁴⁴²⁰ salary to twelve hundred the first year on the spot. But I didn't tell her; I saved it for a surprise. (4439)

(To be continued next month)

A Father's Accumulation of Life-Experience

By ROYAL F. MUNGER
in Linotype's "Shining Lines"

FEW are the fathers who have not high expectations for their sons. They will hope for much, be generous in backing,²⁰ urge, exhort, take joy in success, and spare neither thought nor effort in helping attain that result. In trouble they⁴⁰ will stand fast to the last ditch.

But, with all that, the son is another man, with his own way to make, his own character⁶⁰ to form, his own feet to stand upon. Just as a certain loneliness of soul is inseparable from complete⁸⁰ manhood, so no man can completely fight the battles of another. If advice is taken, principle absorbed,¹⁰⁰ experience remembered—lo, there is a partner. If not, other activities fill, not very¹²⁰ satisfactorily, the place left vacant. (126)

Actual Business Letters On Fire Prevention and Insurance

The Public Press
200 Madison Avenue
Chicago, Illinois

Gentlemen:

If you heard someone shout,²⁰ "Fire!" would you—would the average person—know what to do? And yet, of all the public enemies, fire is the greatest⁴⁰—No. 1. It kills 10,000 men, women, and children; sends 40,000 to the hospital; destroys⁶⁰ \$500,000,000 worth of property, records, and irreplaceable souvenirs every year in the⁸⁰ United States.

After you have read the enclosed brochure, "Garrison—The Modern Dry Method of Fire Extinguishment,"¹⁰⁰ you would know what to do

in case of fire. And your knowledge, applied, would save human lives and valuable¹²⁰ property.

We send this brochure to you, not only for your own individual information, but because we¹⁴⁰ think that you will be glad to broadcast the news of it to the important group you reach through your important publications.¹⁶⁰ If the information it contains were absorbed by all the people in the country and proper action¹⁸⁰ taken in accordance with that information, the result would be an immediate reduction in the tragic²⁰⁰ annual loss of human lives and the very serious property loss caused by fire every year.

This²²⁰ brochure is the first complete statement of the meaning and causes of fire, written in the language of the people,²⁴⁰ published in the United States. It explains very simply and in detail how to go about the control of²⁶⁰ fire.

We shall be very happy if you will consider this brochure worthy of editorial mention in²⁸⁰ your publications.

Very truly yours, (287)

Mrs. J. C. Rogers
145 Hope Street
Providence, Rhode Island

Dear Madam:

Yes, the fire²⁰ insurance companies are now allowed to insure under their fire policies against direct loss or damage caused⁴⁰ by Aircraft, Explosion, Hail, Motor Vehicle, Riot and Windstorm for a small additional premium.

If you are⁶⁰ using a stationary oil burner, you could for a small additional premium have your present fire⁸⁰ policies extended to cover direct loss or damage caused by smoke due to a sudden unusual and faulty¹⁰⁰ operation of the stationary fuel oil burning apparatus.

If you are interested in¹²⁰ any of these forms of insurance, will you communicate with us? We will quote the cost of including them in¹⁴⁰ your present policies for the unexpired time.

Very truly yours, (152)

By Wits and Wags

Freshman: May I have the last dance with you?
Footsore Maiden: You've had it. (12)

• • •
"I see you are looking very much better today."
"Yes, doctor, I very carefully followed the instructions²⁰ on that bottle of medicine you gave me."

"Let me see, now," said the doctor thoughtfully, "what were they?"

"Keep the bottle⁴⁰ well corked." (42)

• • •
The teacher was trying to impress the class with the danger of bad habits. "What is it," she asked, "that we find so²⁰ easy to get into and so hard to get out of?"

"Bed," came the answer. (33)

The examining lawyer was cross-questioning an Irishwoman in court with regard to the stairs in her house.³⁰ "Now, my good woman, please tell the court how the stairs run in your house."

"How do the stairs run?" repeated the woman. "Sure,⁴⁰ when I'm upstairs they run down, and when I'm downstairs they run up." (51)

Judge: Last time you were here I told you I never wanted to see you again.

Prisoner: That's what I told the²⁰ cop, but he insisted on bringing me here. (28)

First Tenderfoot: What is that bump you have on your forehead?

Second Ditto: Oh, that is where a thought struck me. (19)

Mr. Donaldson to hobo: Did you notice the pile of wood in the yard?

Yes, sir, I seen it.

You should mind your³⁰ grammar. You mean you saw it.

No, sir. You saw me see it, but you haven't seen me saw it. (36)

The Boy and the Filberts

(Junior O. G. A. Test)

A CERTAIN BOY put his hand into a pitcher where a great plenty of figs and filberts lay. He grasped as many³⁰ in his fist as it would hold, but when he tried to pull it out, the narrow neck of the pitcher would not let him. Not⁴⁰ willing to lose the filberts, he burst into tears.

A fellow who was standing by, saw his dilemma and gave him⁶⁰ this wise and good advice; "Grasp only half what you have in your hand, my boy, and you will more easily obtain the⁸⁰ more." (80)

Advice from a Gunsmith

(O. G. A. Membership Test)

IN THE BOOK, "Adventures With People," the old Gunsmith gives good advice when he says: "If I feel like blaming this one³⁰ or that for something, I always begin with myself and then I never get any further! What a great old habit⁴⁰ buck-passing is! The man wearing our own hat is always right. Errors can be so nicely placed on the shoulders⁶⁰ of others, allowing us to go our way in peace. Even to this day when we chance to stumble or hit our toes⁸⁰ against a chair, we kick the chair in an eager desire to place the blame for our sore toe on something else. Most people⁹⁰ could keep pretty busy finding and repairing our frame of mind toward our fellow men." (116)

Transcription Speed Project

Dear Mr. Jones:

The first warm day of Spring usually brings a sudden rush on our Service Station of owners³⁰ who want their cars "tuned up" for the season's work. It is because we want to avoid that last-minute piling up of⁴⁰ rush work, that I am writing this little reminder now, when Spring is just around the corner.

Our Service Stations⁶⁰ at White Plains and New York City are in a position right now to give immediate and thorough attention⁸⁰ to your car needs. We are anxious to make a complete inspection of your car now, to discover what repairs or⁹⁰ adjustments are advisable in preparation for the season's touring.

These examinations, which, by the¹²⁰ way, you should call on us to make periodically, do not cost you anything. In fact, they mean an actual¹⁴⁰ saving of time and money.

May we expect to see your car at our Service Station within the next few weeks?¹⁶⁰

Very truly yours, (164)

Dear Madam:

Are you entirely satisfied with the progress being made by your boy in the school he is now³⁰ attending? Is his environment, in all particulars, the best you can give him?

The Smithton School has some wonderful⁴⁰ advantages to offer your boy—advantages that will help to lay the foundation in making your boy⁶⁰ one of the successful men of tomorrow.

The school receives boys from 6 years to 16 and makes a practice of⁸⁰ giving personal assistance to every boy. Each student is carefully watched so that progress in his studies⁹⁰ may not be retarded in any manner or from any source.

Many other advantages of the Smithton¹²⁰ School are presented in "Points in the Smithton Plan," a little folder which will be mailed to you if you will write¹⁴⁰ your name on the enclosed post card.

Very sincerely yours, (150)

CHAMPION Telephone Operator of Toronto is the title unofficially bestowed recently by the Bell Telephone Company of Canada upon Gertrude Dickson, chief operator of Underwood Elliott Fisher Limited's executive offices.

Courtesy, a voice with an ever-ready smile, a business-like manner, an infallible memory, speed of hand, resourcefulness, and patience are the chief attributes with which Miss Dickson smooths the heavy phone traffic into, out of, and among UEF's four Toronto plants.

The Bell Company's count showed that she handled alone, with entire satisfaction, as high as 1,700 incoming and outgoing calls a day over her thirteen trunk lines. This takes no count of the formidable inter-extension traffic among the fifty locals on her switchboard.